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ABSTRACT

One of a series of social studies curriculum guides, this publication outlines a fourth-grade course on Michigan and other regions. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for intermediate grade social studies, a statement of scope for grade 4, and a list of the 8 units, strands, and goals for grade 4. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. The units included in this program cover self concept, social relationships, decision making, state history, state geography, economic education, economic interdependence, and social problems. For each unit, a brief introduction is followed by charts, each listing a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

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Elementary Social Studies Curriculum Guide

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Grade 4

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Michigan And Other Regions

SD 015 301

School District of the City of Saginaw

ELEMENTARY SOCIAL STUDIES CURRICULUM

School District of the City of Saginaw

Saginaw, Michigan

1982-1983

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GRADE 4. MICHIGAN AND OTHER REGIONS

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INTRODUCTION

The goals and objectives for elementary social studies included in this curriculum guide are based upon the Essential Performance Objectives for Social Studies, published by the Michigan Department of Education, January, 1982. A committee of Saginaw Public School teachers developed the more specific statements of what is to be included at each grade level. By so doing, the objectives are particularly appropriate for Saginaw and its students.

The objectives are divided into three categories: attitudes, knowledge, and skills. While these categories are helpful in clarifying what is to be learned, attitudes, knowledge, and skills are integrally related in the learning process and ought to be so in classroom learning activities.

Objectives are classified by grade level. All of the objectives can be thought of as strands of learning which develop from kindergarten through high school, some to be emphasized more than others at various grade levels. While students should achieve specific aspects of the objectives listed for this grade level, none of the objectives, as they are stated here, can be wholly and completely achieved. They are objectives basic in continuous learning.

For purposes of instruction, the total body of objectives has been divided into units of study. Each unit carries a title and relates to a specific social studies strand or theme. Suggested time lines for the units are based upon an assumed one-half hour of daily instruction, in grades 1 - 3, and an assumed one hour of daily instruction, in grades 4 - 6. See unit title pages exemplifying these statements.

Within each unit is a compilation of specific objectives for the grade level. Each objective is presented on a separate sheet so as to include one or more suggested teaching/learning activities and a code to describe the expected level of mastery of the objective (R = readiness; I = introduction; M = mastery; A = application). Suggested human and material resources are given, also, where appropriate.

It is hoped that this curriculum guide will provide teachers, principals, parents and support staff with a publication useful in the continuous improvement of social studies education throughout the elementary schools of this district.

A STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION IN THE SCHOOL DISTRICT OF THE CITY OF SAGINAW

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and the world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES: SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

This statement of philosophy is in agreement with the State Department of Education's rationale for social studies education.

School District of the City of Saginaw

SCOPE AND SEQUENCE OF SOCIAL STUDIES CURRICULUM

Grades 1 - 6

Grade	Course Title
Grade 1.	SCHOOL AND FAMILY
Grade 2.	NEIGHBORHOODS
Grade 3.	COMMUNITIES
Grade 4.	MICHIGAN AND OTHER REGIONS
Grade 5.	THE UNITED STATES
Grade 6.	WORLD CULTURES

*This sequence is in agreement with the recommended sequences for social studies education in Michigan.

ESSENTIAL OBJECTIVES FOR

SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADES 4-6

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.

   a. Show concern for the well-being and dignity of others.
   b. List the mental and physical characteristics we should be aware of in others.

2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

   a. Identify own personal values in the contexts of family and peer values.
   b. Identify personal behavior and learning that contribute to feelings of self-worth.
   c. Identify criteria for judging individual actions.
   d. Show respect for one's own heritage and background.

3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

   a. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
   b. Identify people worthy of emulation and the reasons for doing so.
   c. Identify ways of avoiding behaviors which alienate others.
   d. Identify beliefs and values of other persons and groups.
   e. Interacts with others of varying backgrounds.
   f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial or ethnic background.

4. Develop a reasoned commitment to the principles and values which sustain a democracy.

   a. Accept the rights and responsibilities of classroom citizenship.
   b. Respect and support the role and function of rules in the community.
   c. Respect the right of all to present different points of view in the classroom and community.

5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

   a. Recognize and encourage ethical and lawful behavior in others.
   b. Give reasons for and follow rules and laws.

c. Participate in class elections and the making of rules for the classroom.
d. Identify iniquities and/or injustices in the classroom and peer-group activities.
e. Identify responsibilities people have to their community.

Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.

   a. Identify some fo the constitutional rights and liberties guaranteed in the U.S. Constitution.
   b. Understand situations in which rights have been denied various groups and individuals.
   c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
   d. Understand the differences between stated and actual practices in family, group and peer group activities.
   e. Understand and support the right of all to present different points of view in the classroom.
   f. Understand the importance of participation in society and governments both as an individual and as a member of a group.

2. Understand the role and function of law in a democracy.

   a. Understand the purposes for rules and laws.
   b. Understand how legal and judicial decisions are made.
   c. Understand how conflicts in laws are resolved.
   d. Understand how rules and laws can be changed.
   e. Know the duties of participants in the court.
   f. Understand factors that might affect justice.

3. Understand persistent global issues.

   a. Understand interrelatedness of local and national problems with those confronting the global society.
   b. Recognize that unsolved problems elsewhere in the world often impact upon the United States.
   c. Identify community problems related to energy needs and possible solutions.
   d. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

4. Understand diverse human cultures, customs, beliefs, and value systems.

   a. Understand the concept, 'culture.'
   b. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.

c. Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.
d. Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.
e. Understand that within a society, there may exist one or several subcultural groups.
f. Understand that within a culturally pluralistic society, there exists different ethnic, racial, and religious sub-groups.
g. Recognize that social-cultural change may create varying degrees of resistance and conflict.
h. Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.

5. Understand the history and present state of own and other cultures.

a. Know basic historical facts related to the development of the United States.
b. Understand urban, rural and suburban development.
c. Understand the impact of technology on society.
d. Understand changes in racial/ethnic relations.
e. Understand changes in female and male roles.
f. Understand changes in family, work and population patterns.
g. Understand persistent social problems.
h. Understand the development of education institutions.
i. Understand development of religious institutions.
j. Identify changes in a society and consequences of these changes.

6. Understand economics and economic systems.

a. Understand basic economic concepts.
b. Understand the basic functions of any economy.
c. Understand how a market economy works.
d. Understand the role of money in the economy.
e. Understand factors that influence economic behavior.
f. Understand economic concepts as they apply to individual decision-making.
g. Understand the historic and current role of labor in our economic system.

7. Understand how to be an effective producer and consumer of goods and services.

a. Understand factors that influence consumer behavior.
b. Give examples of their own limited resources and unlimited wants.
c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
d. Identify deceptive sales techniques and practices.

8. Understand people and the environment, regions and the spatial organization of society.

   a. Understand that the environment is an integrated system which includes human beings.
   b. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
   c. Understand relationships between the location of human activities and the natural environment.
   d. Understand the influence of the natural environment on human beings.
   e. Understand influences of the natural environment on the shaping of culture.
   f. Understand how societal actions and decisions affect the natural environment.
   g. Understand that a natural environment can serve varied needs.
   h. Recognize the potential of various societies to use and abuse the natural environment.
   i. Understand that human uses of the natural environment are limited.
   j. Understand effects of the worldwide limitations of nonrenewable resources.
   k. Recognize the costs and benefits of alternative uses of the natural and man-made environment.
   l. Locate important natural features, cities and nations.
   m. Understand environmental problems and possible solutions to those problems.

9. Know the main structure and functions of government.

   a. Know the purposes of the government.
   b. Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions and laws.
   c. Understand the organization and functions of state and local governments and their relationships to the federal government.
   d. Understand the range and importance of decisions made by state and local government.
   e. Understand how decisions made by the various branches and levels of state and local government are interdependent.
   f. Understand the limits on decision-making powers of the local and state government.
   g. Understand the formal legislative process at the local level.
   h. Understand voter behavior in state and local elections.
   i. Understand the role of political parties.
   j. Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.
   k. Associate governmental actions with the appropriate level of local and state government.
   l. Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.

m. Understand how public officials can be removed.
n. Understand registration and voting procedures.
o. Recognize the legality and constitutionality of individual and group actions.

10. Understand the organization of human societies.

a. Identify the variety of institutions and groups people form and the functions of those institutions and groups.
b. Understand why human beings form institutions and groups.
c. Understand the relationships among institutions, groups and individuals.
d. Understand the chaning nature of institutions and groups over time.
e. Understand ways groups are interdependent, cooperate and compete.
f. Understand types of conflicts between groups and ways conflicts are resolved.
g. Understand how and why human societies differ.
h. Understand the meaning and sources of power within a social unit or oganization.

11. Understand the relationships between individuals and groups.

a. Identify the variety of roles one can have within a group.
b. Understand that the roles within a group may be assigned or achieved.
c. Understand reasons why there are different roles within groups.
d. Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.
e. Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.
f. Understand the possible advantages and disadvantages of belonging to a variety of groups.
g. Understand the measures used by groups to influence behavior.
h. Understand the decision-making processes used by groups.
i. Identify individuals or groups within society or culture that may affect behavior.

Skills Objectives

1. Gather, analyze, synthesize, and present information.

a. Use a variety of senses to obtain information.
b. Understand that perceptions of the same object or event may differ from person to person.
c. Choose appropriate sources for information desired.
d. Obtain information from a variety of sources.
e. Translate information from one form to another.

f. Analyze information.
g. Evaluate the quality of information.
h. Identify similarities and differences within sets of data and reasons for those differences.
i. Frame appropriate research questions.
j. Formulate and test generalizations, predictions, and hypotheses based on appropriate information.
k. Draw conclusions.
l. Remain open to changes in one's opinions.
m. Apply what is learned to new situations.

2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

a. Presents own ideas.
b. Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.
c. Listen and respond appropriately.
d. Solicit clarification from others when needed.
e. Encourage others to express themselves.
f. Recognize divergent roles within a group.
g. Recognize emotions and feelings operating within a group and allowing for their expression.
h. Recognize and permit the expression of different values, beliefs, and ideas in a group.
i. Use conflict resolution strategies.

3. Make decisions.

a. Recognize the occasion of need for decisions.
b. Analyze the problem.
c. Identify alternative courses of action.
d. Project long and short term consequences of alternative courses of action.
e. Identify related values and goals.
f. Judge consequences in the light of values and goals.
g. Make a choice of alternative course of action or some trade-off among them.
h. Develop strategies to carry out the approach.
i. Apply the approach in making a decision or solving a problem.
j. Reevaluate and reformulate the process if goals have not been met or new information is introduced.

SCOPE STATEMENT

GRADE 4 - MICHIGAN AND OTHER REGIONS

In this study of Michigan and other regions students will begin by examining the state in which they live as an example of a region. The physical geography of Michigan is introduced including its landforms, climate, vegetation, water supplies, and minerals. The cultural geography of the state will also be studied including its population distribution, political boundaries, and economy. In surveying the history of their state students will explore the development of commerce and industry including lumbering, copper mining, cereals, fishing, and automobile production. The arrival of various ethnic groups, their subcultures, and conflicts among them are studied. Students also learn about the achievements of noteworthy Michigan residents such as Pontiac, Sojourner Truth, Lewis Cass, Frank Murphy or Coleman Young and about the evolution of Michigan government.

Following their study of Michigan, students compare their state as a region with others. An attempt is made to select other states that are very different from Michigan. For example, students might study Hawaii as an example of a tropical forest region, New Jersey as an example of a coastal plain region, or Colorado as an example of a mountain region. In addition to comparing their state with other states students may also compare Michigan with regions across the globe. For example, a comparison might be drawn between Michigan and the Arabian peninsula or between Michigan and the Amazon River basin. In these comparisons

of regions students will begin to discover ways that various regions are interdependent.

Basic literary skills are emphasized including map reading, interpreting graphs and tables, reading for a main idea, and classification of information. Oral expression skills including group discussion are also introduced.

Grade 4. Michigan and Other Regions

UNIT TITLES, STRANDS AND GOALS

Unit I. FEELING GOOD ABOUT OURSELVES AND OTHERS
(Attitude goals 1, 2, 3, 4 and 5.)

Unit II. DEVELOPING TOOLS FOR DECISION MAKING
(Skills goals 1, 2 and 3.)

Unit III. WHAT IT MEANS TO BE A'MICHIGANDER'
(Citizenship, Law and Government
Knowledge goals 1, 2 and 9.)

Unit IV. MICHIGAN'S LAND: ITS UPS AND DOWNS
(Geography
Knowledge goal 8.)

Unit V. MICHIGAN'S PAST
(History
Knowledge goal 5.)

Unit VI. GETTING THE MOST FOR YOUR MONEY
(Economics and Consumer Education
Knowledge goals 6 and 7.)

Unit VII. NO MAN IS AN ISLAND
(Sociology and Anthropology
Knowledge goals 4, 10 and 11.)

Unit VIII. SURROUNDED BY PROBLEMS
(Global Issues
Knowledge goal 3.)

Grade 4 - Unit I

FEELING GOOD ABOUT OURSELVES AND OTHERS

Unit I, of the fourth grade social studies, deals with the individual's responsibilities to himself and to society. The student is to develop the ability to recognize the worth of other individuals and their unique ethnic, racial, or religious backgrounds.

Attitude goals 1, 2, 3, 4 and 5

Two Weeks
One hour daily

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 1 : Develop awareness and concern for the rights and well-being others.

OBJECTIVE a : Show concern for the well-being and dignity of others.

Example: Classroom peers and family.

LEARNING ACTIVITY(IES):

1. Have students write their names on a slip of paper. Place in a box. Allow students to select a slip for a "Secret Pal."

   Explain that the object of this activity is to do helpful tasks for the "Secret Pal." Leave special messages or little trinkets for the duration of the activity WHILE BEING ANONYMOUS. Allow students to help decide how many days the activity should run.

   At the end of the activity, ask individual students to guess who their "Secret Pal" was and why they thought it was the person they named.

   Discuss and evaluate the activities.

RESOURCES:

1. REMC-9 #273242 MP It Was My Fault.
2. REMC-9 #272076 MP It's Not Fair.
3. Scott Foresman, Social Studies, Grade IV, Unit 4, "Being A Person."

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 1.: Develop awareness and concern for the rights and well-being others.

OBJECTIVE b.: List the mental and physical characteristics we should be aware of in others.

Example: Hobbies, talents, appearance.

LEARNING ACTIVITY(IES):

1. Discuss mental and physical characteristics and attributes with students. Write a general list on the chalkboard.

   Use yourself as an example and establish some physical and mental characteristics. Allow children to add others.

   Ask students to describe themselves and others in this way:

C H A R A C T E R I S T I C S

Name	Mental	Physical
Charles	Artistic	Blond hair
Jane	Loves books	Freckles

   This information should provide a valuable insight for the teacher about what students perceive.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE a. : Identify own personal values in the contexts of family and peer values.

Example: Likes, dislikes, fears.

LEARNING ACTIVITY(IES):

1. Have students complete survey sheets, "My Favorite_____."

ACTIVITIES	FOOD	PEOPLE	ANIMALS

Have students ask family members to complete similar survey sheets. Chart result as follows:

	NUMBER SIMILAR	NUMBER DISSIMILAR
Activities		
Foods		
People		
Animials		

RESOURCES:

1. REMC-9 #271387 SF Myself and Me-What Do I Like To Do.
2. REMC-9 #271385 SF Myself and Me-Who Do I Like To Be With.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE b.: Identify personal behavior and learning that contribute to feelings of self-worth.
Example: Praise, approval, and rewarding experiences.

LEARNING ACTIVITY(IES):

1. Have students write a short narrative about something that happened to them or to someone else that resulted in their "feeling good about themselves."

   The "someone else" could be a friend, a family member, someone read about or someone seen on television.

   Have narratives shared with class members.

RESOURCES:

1. REMC-9 #271386 SF Myself and Me-How Do I Feel.
2. REMC-9 #271388 SF Myself and Me-What Do I Dream About.
3. REMC-9 #271384 SF Myself and ME-What Do I Look Like.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE c : Identify criteria for judging individual actions.

Example: Positive or negative contribution to an event.

LEARNING ACTIVITY(IES):

1. Set standards for behavior on class trips, in cafeteria, etc.
2. Write job descriptions for officers of writers club, Scout Troop, etc.
3. Invite a school liaison officer to outline the duties of patrol boys and girls.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 2 : Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE d : Show respect for one's own heritage and background.
Example: Black and Hispanic, rural life, the German and Finnish, etc.

LEARNING ACTIVITY(IES):

1. Develop special programs and exhibits for Black and Hispanic awareness months.
2. Dramatize the contributions of the early farmers and the lumbermen.
3. Attend ethnic festivals sponsored by civic groups.
4. Share "family trees."

RESOURCES:

1. REMC-9 #133400 MP Mexican American-Heritage and Destiny.
2. REMC-9 #270446 MP Black History-Lost, Stolen or Strayed.
3. REMC-9 #140234 SF Nation of Immigrants.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE a : Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.

Example: Strong family ties, need to worship, holding of festivals, love of music, dance and story telling.

LEARNING ACTIVITY(IES):

1. Attend local and regional ethnic festivals.
2. Visit variety of places of worship and talk with the leadership of each.
3. Invite representative members of several ethnic groups to visit the classroom. Ask them to tell about the work and play in the homes of their parents or grandparents. Ask them to describe their favorite holiday or festival.
4. Invite representative muscians and dancers to present musical programs and interpret the numbers for you.
5. Visit the library to secure children's stories from many ethnic groups.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 2 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

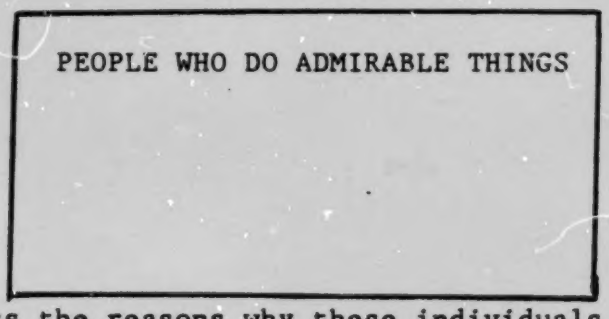
OBJECTIVE b. : Identify people worthy of emulation and the reasons for doing so.
Example: Classroom, church, group and community leaders.

LEARNING ACTIVITY(IES):

1. Ask students to name people who are doing admirable things for others, for their country, and for their friends and families.

   Have students locate pictures of these people with some personal facts about them to display on the bulletin board.

   Students could use a camera and go on a walking field trip in the community in search of citizens they admire.



   Discuss the reasons why these individuals are outstanding. Does it matter which ethnic, racial, religious, or sexual group the individual represents? Why or why not?

RESOURCES:

1. Magazines.
2. Pictures sets in the library.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 3_ : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE c. : Identify ways of avoiding behaviors which alienate others.
Example: Comments about cultural and physical differences.

LEARNING ACTIVITY(IES):

1. Read Crow Boy, by Taro Yashima, to the class.

   Discuss the following questions with the students:
   a. Why was the boy originally alienated?
   b. How do you think he felt?
   c. What did the teacher do to alleviate this alienation?
   d. What could the students have done to alleviate this situation?

   To show the universality of this problem, have the students make collages, depicting people helping other people.

   Have the students write a central theme in the center, answering the question: "How do you feel when people help you?"

   WHEEL COLLAGE

   Magazine pictures

2. Show Bill Cosby film about Fat Albert.

3. Develop buddy systems for study, play and social events.

RESOURCES:
1. Crow Boy, by Taro Yashima, published by Viking Press, 1955.
2. Bill Cosby film about Fat Albert.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE d : Identify beliefs and values of other persons and groups.
Example: Family use of time.

LEARNING ACTIVITY(IES):

1. Ask students if they know of someone not born in the States who might come to school and tell us about his/her cultural heritage. Students would ask questions such as:

   a. Why did you come to our country?
   b. In which country were you born?

   (If students don't know of a person, teacher can locate one.)

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE e. : Interacts with others of varying backgrounds.
Example: Shares food, clothing, language.

LEARNING ACTIVITY(IES):

1. Invite guest speakers on a variety of topics.
2. Have community people demonstrate their arts and crafts.
3. Learn to say "Hello, Good-by and Thank you", in at least three languages.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE f: Show respect for the dignity and worth of others including those who belong to a different cultural, racial or ethnic background.
Example: Listen to and share cultural values.

LEARNING ACTIVITY(IES):

1. Use Magic Circle discussions.
2. Analyze classroom and school rules, in terms of respect for dignity and worth of others.
3. Describe the contributions of grandparents and great-grandparents in your community.
4. Show films on China. Analyze the family ties, the several family roles; their valuing of work, of education, of beauty.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 4 : Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE a : Accept the rights and responsibilities of classroom citizenship.

Example: Attendance, care of materials and completion of assignments.

LEARNING ACTIVITY(IES):

1. Have the students assist you in developing a list of tasks that need to be done either daily or at least weekly. Discuss with the students the importance of each task. Discuss with the students that important tasks are responsibilities that must be met.

   Develop a plan for meeting the responsibilities. Make certain the students are aware that the teacher and each student has rights and responsibilities.

2. Use publishers' catalogs and school warehouse price lists to establish value of student materials. Inspect the condition of current supply periodically. Plan ways to help maintain clean attractive books and supplies.

3. Have student-sponsored attendance campaigns. Hold classroom "party" when goal(s) are attained.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE b : Respect and support the role and function of rules in the community.
Example: Dogs on leashes and reserved parking for handicapped persons.

LEARNING ACTIVITY(IES):

1. Have students identify aspects of the school day that are working particularly well. Discuss why each aspect is good and discuss ways to insure that each remains good.

   Write rules to remind everyone of the behavior essential to keeping the really good things flourishing. Ask the class to choose the two or three most important rules. Make them short and simple so they can be learned easily and shared with the rest of the school.

2. Have the students identify some rules in their communities shown by signs regulating traffic.

   Point out to the students that the purpose of these laws is to protect the safety, peace and property of ourselves and others, as well as our rights and privileges.

3. Invite a speaker from the County Extension Office, the 4-H Club or the Humane Society to talk about the care of pets. Make scrap books about individual pets and their care. Include the pets' health records, menu, license tag number, etc.

4. Learn about the process for obtaining license plates for cars for handicapped persons. Role play the types of handicapping conditions included. Write position papers regarding the need for the reserved parking spaces.

RESOURCES:

1. Monograph, You and the Law, State Bar of Michigan, 306 Townsend Street, Lansing, Mich. 48933, (517)372-9030.
2. A Recommended Guide to Students' Rights and Responsibilities in Michigan, Office of School and Community Affairs, Box 420, Michigan Department of Education, Lansing, Mich., 48902, (517)373-3260.
3. Copies of International Traffic Signs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 4.: Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE c.: Respect the right of all to present different points of view in the classroom and community.

Example: Variety of views re bicycle, moped and motorcycle usage.

LEARNING ACTIVITY(IES):

1. Have students identify some jobs and discuss why each job is needed.

   Have students choose the three jobs they feel are most important and tell why they feel as they do.

   Point out that not everyone feels the same way about what is important. Emphasize to the students that it is acceptable to disagree about what is important and for each person to express why he or she feels it is important. Tell them that it is also acceptable to change one's mind about what is important if others offer convincing reasons.

2. Read the opinion polls in your newspaper. Ask students to express their opinions on the issues. List the variety of opinions. Compare with the published list.

3. Select an issue of specific importance to students, such as use of bicycles, mopeds and motorcycles. Have groups of students present support for: (a) licensing of the vehicles, (b) recreational use of the vehicles, (c) restrictions upon use, etc. Assess the listening skills of the audiences as well as the objectivity of the presenters.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a. : Recognize and encourage ethical and lawful behavior in others.

Example: Nomination of peers and adults for good citizen awards.

LEARNING ACTIVITY(IES):

1. Have students nominate and honor "Good Citizens" of the week (peers and adults).
2. Inform others about laws and regulations and the reasons for them.
3. Use bulletin boards and news flashes to support civil officials who perform duties with high competence.
4. Involve students in the support of the safety patrol and other role models.
5. Write letters of appreciation and congratulations to peers, family and community members.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b. : Give reasons for and follow rules and laws.

Example: School, city and state rules for pedestrians.

LEARNING ACTIVITY(IES):

1. Provide students with information on local and state laws involving pedestrians and bicycles, pedestrians and bicycle accident data and bicycle theft data.

   Have each student prepare a written report to:

   -describe a personal example of careless observance of traffic laws and/or care of personal possessions
   -explain the reasons why traffic and property laws should be obeyed
   -suggest ways to encourage more careful, more conscientious behavior among students.

   Assign groups to prepare posters, displays, or skits to encourage more responsible behavior.

2. Hold safety poster contests.

3. Interview a traffic officer to learn about the number and variety of laws for pedestrians.

4. Develop a sound-slide presentation on safety rules for pedestrians.

5. Develop a skit on pedestrian safety for presentation at a "kindergarten tea."

RESOURCES:

1. Little Leon the Lizard, pamphlet, from Toy Safety Curriculum, U.S. Consumer Product Safety Commission (s).
2. Bike-Wise to be Sure, film from Centron Educational Films (S,T).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c : Participate in class elections and the making of rules for the classroom.

Example: Nominate and vote for class officers.

LEARNING ACTIVITY(IES):

1. Make rules for the classroom.
2. Elect classroom officers.
3. Form a student council.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d. : Identify inequities and/or injustices in the classroom and peer-group activities.

Example: Choosing team members on the basis of style of jackets or hair.

LEARNING ACTIVITY(IES):

1. Use this simulation game to demonstrate differences between fair and arbitrary rules/practices.

   Begin with an equal number of pieces of two kinds of wrapped candies, such as striped peppermints and caramels. The total number of pieces should be equal to the number of students in the class.

   Pass out the candy, giving each student one piece. Then proceed, as follows:

   -Students having caramels must give their candy to students having peppermints and then drop out of game.
   -Pair off the students still in the game to determine taller of each pair; taller ones give candy to the shorter ones and then drop out of game.
   -Right handed students still in the game must give candy to remaining left handed students and then drop out of game.
   -Continue arbitrary categories until a "Champ" ends up with all the candy.

   Discuss the results and give reasons for same. Write a set of fair rules for the game.

RESOURCES:

1. The Role of Law in a Free Society and the Rights and Responsibilities of Citizenship (Missouri State Bar Association and Missouri State Department of Elementary and Secondary Education, 1976).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 4 M

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE e.: Identify responsibilities people have to their community.

Example: Maintenance of physical appearance of houses and lawns.

LEARNING ACTIVITY(IES):

1. Present specific examples of local problem situations which can illustrate the relationship between personal responsibility and community benefit.

   -bicyclists ignoring traffic laws
   -local park littered with trash
   -attempts to avoid jury duty

2. Consider free and inexpensive care of houses and lawns and its contribution to the community.

RESOURCES:

1. Foundations of Citizenship, books one and two, by Bernard Shawn, from Frank Richards Publishing, (S,T).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 4 - Unit II

DEVELOPING TOOLS FOR DECISION MAKING

In this unit, the student is expected to develop skills for gathering information and applying information through the use of analysis and synthesis. Learning to apply information to new situations will enable students to draw conclusions and be competent participants in society.

Skills goals 1, 2 and 3

Four Weeks
One hour daily

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE b : Understand that perceptions of the same object or event may differ from person to person.

Example: The sights and sounds on the playground viewed by students, supervisor and passers by.

LEARNING ACTIVITY(IES):

1. Show students the film, I Think. Stop the film half-way through and discuss student perceptions of the elderly lady who is the main character. Ask if they think the young girl will go to the birthday party.

   After viewing the film, discuss perceptions. Was the elderly woman different from their first impression? Why didn't anyone know about her?

   Relate this movie to events students can identify in their everyday lives where perceptions may differ.

2. Read, The Blind Man and the Elephant. Discuss.

3. Tape record the sounds at a busy street corner while a small group of students watch the same activites at the corner. Ask a third sub-group of students to analyze the sounds on the tape. Compare the analysis of the tape with the visual observations.

RESOURCES:

1. I Think, Wombat Productions, 19 minutes, color, E-J.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE c : Choose appropriate sources for information desired.

Example: Atlas, encyclopedia, almanac, newspaper, dictionary, globe, map.

LEARNING ACTIVITY(IES):

1. Have a copy of an atlas, encyclopedia, almanac, newspaper, dictionary, globe and map on display. Show the resources to the children and make a list of the items, in generic terms.

   Now divide the students into small groups. Give each group one resource item. Have them examine it to determine what information it contains. Students fill in data on work sheet.

Type of Reference	Information-Content
1. Atlas	Maps

   At timed signals, move items to next group until all resources have been handled by all groups.

   Then teacher reads from generic listing of resources.. Student with that resource raises hand. Teacher constructs summary chart as students provide information from their own work sheets.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

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PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE d. : Obtain information from a variety of sources.

Example: Interview, research, observe, and experiment.

LEARNING ACTIVITY(IES):

1. Tell children we are going to take a current topic in the news and see what we can learn about it by using a variety of sources. (See Example above.)

   Have children brainstorm some topics. Eliminate those topics that wouldn't work with objective.

   Divide students into four groups and have them obtain information about subject by the specified means. Set time limits.

   Retrieve information from groups-deciding how method affected information.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE e : Translate information from one form to another.
Example: From charting to narrative writing, diagraming, graphing, or craft models.

LEARNING ACTIVITY(IES):

1. Teacher will read a selection from an event in Michigan history or current news. (Sinking of "The Edmond Fitzgerald" or Construction of the Mackinaw Bridge.)

   Develop a list of ways in which the record of the event could be shared:

   Poem
   Painting
   Drama
   Diorama
   Radio Show
   Newspaper Article
   Poster
   Clay Models

   After developing the list, ask each student to select one method and to use that method to prepare information on the event.

RESOURCES:

1. Indians, Jacks and Pines, by Stuart Gross, Hillsdale Publishing Company.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE f : Analyze information.

Example: Classify, compare, define, graph and chart.

LEARNING ACTIVITY(IES):

1. After students have translated a given chunk of information from one form to another (e.g., historical narrative into a poem, painting, drama, diorama, radio show), have them present their products to the group. See previous objective, # 1 e, for additional explanation regarding this activity.

   Group will classify the informational forms used, compare the content, define terminology, graph and chart the learnings.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE g : Evaluate the quality of information.

Example: Examine and judge, check on the source.

LEARNING ACTIVITY(IES):

1. Continue with the development of the activities suggested for the two preceeding objectives, # 1 e and # 1 f.

   Make some judgements regarding the effectiveness of source of information chosen to understanding of topic.

   Also make some judgements regarding the effectiveness of the several forms of translations of information. Under what conditions should each be used?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE h : Identify similarities and differences within sets of data and reasons for those differences.
Example: Chart similarities and deduce generalizations.

LEARNING ACTIVITY(IES):

1. Continue with the development of the activities suggested for the three preceeding objectives, # 1 e, # 1 f and # 1 g.

   Make some judgements regarding the reasons for the varying data. Chart the similarities. Make generalizataions.

   Discuss the effectiveness of the several forms of translations of information. Under what conditions should each be used?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE 1 : Frame appropriate research questions.

Example: Who, what, when, where and why or how did it happen?

LEARNING ACTIVITY(IES):

1. Form small groups. Have students select from a box a folded piece of paper containing a broad research topic, such as fur trading, Indian welfare, import duties, taxation in Michigan.

   Ask a recorder to write down all the questions the group can formulate. When finished brainstorming, have each group bring its lists to the teacher.

   Ask each member of the group to select one question to study in the library.

   Ask the group to make an oral presentation concerning the facts learned in their mini-research.

RESOURCES:

1. Library
2. List of research topics.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE j : Formulate and test generalizations, predictions, and hypotheses based on appropriate information.

Example: What will be the major affects of Saginaw's downtown redevelopment project?

LEARNING ACTIVITY(IES):

1. Have students make up a hypothesis based on choices, such as:

   a. Students in this school like hamburgers better than hot dogs.

   b. More students watch "Little House on the Prairie" than "Kids are People."

   Have students survey a population within the school to gather data to test the hypothesis to see if they are correct in their thinking. If correct, try to write down the reasons why they thought so. If incorrect, try to determine reasons causing a difference.

   Infuse this process into daily program by asking students to predict or hypothesize what will occur in events in Michigan history.

   Example: What will the voters reaction to the State income tax be?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE k. : Draw conclusions.
Example: Assume there is additional information available.

LEARNING ACTIVITY(IES):

1. Read a story. Write a different ending for the story.
2. Take a current event and view it as a parent, a politician and a worker would view it. Note the additional information presented by each viewer.

RESOURCES:

1. Being Me, SRA Language Skills Program.
2. NEA Magazine, "unfinished stories."

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE 1 : Remain open to changes in one's opinions.

Example: Impact of robots on Michigan's development.

LEARNING ACTIVITY(IES):

1. Use one of the many available open-ended movies with the class. Show the film and then ask students to briefly write their idea about how the story problem should be resolved.

   Randomly place students in groups of five to discuss their solutions to the story problem. Each student can give his/her ideas. Can the group reach consensus?

   Bring groups back together and ask each group to report on what it agreed upon and what it did not agree upon.

2. Gather information about the introduction of robots into Michigan's industrial plants. Draw conclusions about the impact of robots on Michigan's development. Positive? Nagative? Good for whom/what? Bad for whom/what?

RESOURCES:

1. Trick or Treat, Churchill Films, 15 minutes, color.
2. Clubhouse Boat, Churchill Films, 19 minutes, color.
3. Paper Drive, Churchill Films, 16 minutes, color.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

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PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 1.: Gather, analyze, synthesize, and present information.

OBJECTIVE m.: Apply what is learned to new situations.
Example: Make models/projects, infer consequences of proposals.

LEARNING ACTIVITY(IES):

1. Use a variety of role playing episodes, relative to the study of Michigan, to encourage students to apply what has been learned to new situations.

2. Make models and develop projects for improving some aspect of life in Michigan. Use earlier learnings to defend the designs.

3. React to the readers' opinion poll, in The Saginaw News. What have you learned in social studies to support your opinion? To support the opposition?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a : Presents own ideas.

Example: Forum, debate, listing, making own inferences, narratives.

LEARNING ACTIVITY(IES):

1. See objective #1 m for a sampling of appropriate activities for this objective. Many other suggestions can be found throughout this guide and in the teachers manual of the social studies series in use in your building.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b. : Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.
Example: Listening and recalling (writing and speaking).

LEARNING ACTIVITY(IES):

1. Display photographs, slides, or other sources of interest.

   EXAMPLES:

   -family activities
   -drugs
   -supermarket scene
   -children activity

   Allow student to familiarize themselves with scene. Elicit responses to the questions.

   -What is happening?

   -What happened before?

   -What will happen later?

   Write the responses given in a concise statement that sustains the essence, asking the speaker:

   "Is this what I heard you say?"

2. Use Hilda Taba Teaching Strategies.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

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PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c : Listen and respond appropriately.

Example: During a committee meeting in preparation for a report.

LEARNING ACTIVITY(IES):

1. List on chalkboard or chart responses to the following questions:

   -What group runs our city government?
   -How is the group selected?
   -What are some of the responsibilities of this group?

2. Have students write to the Mayor and/or members of City Council requesting information about individual or collective roles in city government.

3. View film/filmstrip about city government. Give an oral summary of the film. Write a brief statement of agreement or disagreement with one oral summary.

4. Have a representative of the city government as guest speaker.

   Have students develop pertinent questions and check lists before the speaker appears. As questions are answered, make notations. If questions are not answered, rephrase questions and seek answers.

RESOURCES:

1. Cities at Work, filmstrip, Science Research Associates.
2. Local city government officials.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d : Solicit clarification from others when needed.

Example: Question the meaning of a term or the source of the information given.

LEARNING ACTIVITY(IES):

1. Play Knowledge-Power, a relay type of game which requires that students listen to one another, allowing time for their classmates to formulate questions and think about answers.

   Have students seated in rows and some type of reward/ reinforcement points available. Select several categories about which students can ask questions; write these categories on the chalkboard. Also, write the following rules:

   -If you ask a question, you must be able to answer it.
   -Questions must relate to the listed categories.
   -Questions must have at least one right answer.
   -Questions must be original.
   -You must be able to remember the question and its answer without writing them down.
   -No riddles or trick questions.
   -No questions with long, multiple-part answers.

   The object of the game is for students to move to the front of the room and to stay there by asking questions and using their knowledge-Power. First person in each row will ask a question related to one of the categories on the chalkboard.

   The student in the first seat of the first row begins the game by picking a category and posing a question related to it to classmates in same row. The last student in the row attempts to answer it or passes the chance to the next student in the row. The last student in the row attempts to answer it or passes the chance to the next student in the row. The first student to answer the question correctly receives the point award and

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

exchanges seats with the questioner. (If the question cannot be answered, the questioner receives the point award, remains in the front seat, and gets to ask another question when play returns to his or her row.)

Play then passes to the next row, and the process is repeated. The playing should continue only as long as the game holds the students' interest.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE e : Encourage others to express themselves.

Example: Use brainstorming and gesturing techniques, encourage supporting statements.

LEARNING ACTIVITY(IES):

1. Show selected pictures or slides of particular situations. Ask students to respond in writing to the following questions:

   -What is happening in the picture (or slide)?

   -What probably happened before this?

   -What will probably happen next?

   Share responses with class. Class commentary and discussion.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE f : Recognize divergent roles within a group.

Example: The Scout leader on the clean-up committee or the student directing a choir number.

LEARNING ACTIVITY(IES):

1. Brainstorm different types of groups:

   -family
   -class
   -city council
   -Boy Scouts, etc.

   Make a chart similar to the one below:

Group	Member Roles

   Share information with class.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE 8 : Recognize emotions and feelings operating within a group and allowing for their expression.

Example: Provide time and structure for students to express likes, dislikes and reasons for same.

LEARNING ACTIVITY(IES):

1. Develop a check list for students to use to assess class meetings. Include statements of likes, dislikes and proposals for change. Tally the results and report back at next meeting.

2. Randomly select students to be interviewed regarding their feelings about a forthcoming social event. Report the findings.

3. Ask students to complete ten "I wish" statements about their work, their peers, or their recreational activities.

   I wish_____

   I wish_____

   Report three most common wishes. Share breath of differences amoung wishes.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 7

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b : Recognize and permit the expression of different values, beliefs, and ideas in a group.

Example: Class discussions on the role of police in their community.

LEARNING ACTIVITY(IES):

1. Have students observe a selected behavior or program or read an account of some event. Divide into groups. Have the groups make retrieval charts to summarize the following information:

   -theme
   -main personalities
   -problem/conflict
   -how solved or otherwise dealt with
   -what was learned by
      a) personalities
      b) you

   Share findings with class. Class commentary in terms of whether or not findings were defended.

RESOURCES:

1. REMC-9 #271235 MP Values-Being Friends.
2. REMC-9 #271236 MP Values-Cooperation.
3. REMC-9 #271237 MP Values-Playing Fair.
4. REMC-9 #271240 MP Values-Right Thing To Do
5. REMC-9 #271239 MP Values-Understanding Others.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE i : Use conflict resolution strategies.

Example: Discuss, compare, eliminate unworkable, converge, and resolve a classroom conflict.

LEARNING ACTIVITY(IES):

1. Have students locate newspaper articles or pictures which depict either conflict or cooperation. Divide class into groups. Groups decide whether their particular pictures illustrate conflict or cooperation.

   Share with class:

   -Which is illustrated, conflict or cooperation?

   -What in/about the article or picture supports the decision?

Conflict	Cooperation	Supporting Facts

Brainstorm ways to resolve the conflict.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 3 : Make decisions.

OBJECTIVE a : Recognize the occasion of need for decisions.

Example: Needs vs. wants; ways to spend an allowance or make use of time.

LEARNING ACTIVITY(IES):

1. Have students keep logs of occasions of personal need for decisions within one week. Then label the source of the need (teacher-directed, parent-directed, self-interest).

2. Have students collect examples of occasions of need for decisions (a) by teacher, (b) by principal, (c) by crossing guard, (d) by superintendent, (e) by governor.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 3 : Make decisions.

OBJECTIVE b : Analyze the problem.

Example: Gather data; compare pros and cons relative to problem.

LEARNING ACTIVITY(IES):

1. Use student logs kept for skill objective #3 a. Analyze one teacher-directed problem, one parent-directed problem and one self-interest problem. What were the pros and the cons of the decisions to the problems?

2. Have the class analyze a problem confronting the superintendent or the governor. Gather information relative to the problem. List the immediate and long-range aspects of the problem.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 3.: Make decisions.

OBJECTIVE c.: Identify alternative courses of action.

Example: List and rank order alternatives and their consequences relative to a school-community problem.

LEARNING ACTIVITY(IES):

1. Consider the criteria for participation in sports.
   What other criteria could/should be considered?
   When? For whom?
   What would be the consequences of each alternative?
   Rank order the criteria which should be used, for greatest benefit to the greatest number of people.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 3 : Make decisions.

OBJECTIVE d- Project long and short term consequences of alternative courses of action.
Example: Make projections relative to effects of cuts in DNR staff vs. alternative courses of action for DNR.

LEARNING ACTIVITY(IES):

1. Research the duties of DNR staff.

   Match DNR duties with geographical areas in Michigan where those services are most needed.

   Project long and short term consequences of reduction in DNR staff.

   Describe alternate courses of action for DNR budget cuts. Project long and short term consequences of each alternate cut.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 R

GOAL 3 : Make decisions.

OBJECTIVE e. : Identify related values and goals.

Example: Life style of doctors vs. medical goal, and life style of assemblyline worker vs. income of same.

LEARNING ACTIVITY(IES):

1. Have each student select three career goals for study. For each career goal, describe a typical year in the life of someone who is in that career/profession/work. What similarities and differences are noted? Which similarities or differences are most important to the student?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 R

GOAL 3 : Make decisions.

OBJECTIVE f : Judge consequences in the light of values and goals.

Example: Income of news carrier vs. participation in recreational programs.

LEARNING ACTIVITY(IES):

1. Invite a guest from the SAGINAW NEWS to visit your classroom and explain the role of the news carrier. Inquire about the hours of work, responsibilities, income, promotions, and such. Consider the overall benefits of being a news carrier.

2. Invite an athlete to visit your room and talk about membership on a team. Inquire about the hours of practice, responsibilities and costs. Consider the overall benefits of being on an athletic team.

3. Judge the consequences of each of the above, in the light of personal values and goals.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 3 : Make decisions.

OBJECTIVE g : Make a choice of alternative course of action or some trade-off among them.

Example: Alternative means for attaining a camping experience or the trade-offs among them.

LEARNING ACTIVITY(IES):

1. Have the students research camping opportunities.
   -day camps; in town, out-of-town.
   -week-end camps; week or ten-day camps.

   Investigate costs of the several camping opportunities.

   Learn about required memberships or other affiliations, for each camp.

   Inquire about sponsors and camperships.

   Collect descriptions of the camp activities.

   Brainstorm ideas for opportunities to participate in similar activities without going to camp.

   Consider costs of alternatives. Consider benefits of alternatives.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 3.: Make decisions.

OBJECTIVE h: Develop strategies to carry out the approach.
Example: Implement a series of selected steps for obtaining memorabilia about Michigan.

LEARNING ACTIVITY(IES):

1. List purposes of collection of memorabilia about Michigan.
2. Identify items needed in basic collection.
3. List names and addresses of probable donors.
4. Develop model letters of inquiry to prospective donors.
5. Set time line for mailing requests and receiving contributions.
6. Assign writers, coordinators, etc.
7. Mail requests.
8. Set up exhibit of contributions received.
9. Write notes of appreciation for assistance.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 3 : Make decisions.

OBJECTIVE 1 : Apply the approach in making a decision or solving a problem.
Example: Review procedures used in earlier decision-making situation; apply comparable ones to new problem.

LEARNING ACTIVITY(IES):

1. Recognize the new occasion or need for decision.
2. Analyze the problem; pros and cons; long and short term effects.
3. Review the procedures which were used for making decisions about earlier problems. Choose the procedure which seems most appropriate for this problem.
4. Proceed with selected steps.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 I

GOAL 3 : Make decisions.

OBJECTIVE 3- : Reevaluate and reformulate the process if goals have not been met or new information is introduced.
Example: New responses to a survey patterned after an earlier one.

LEARNING ACTIVITY(IES):

1. Show "Trade-Offs" film or video cassette No. 3, Give and Take, in which a group of students discuss the problem of too few bike racks at school and the different alternatives available.

   Have class address the same problem as the film or select a more appropriate issue for group decision making (e.g., necessity for cutting drastically the school system's transportation and utility costs). Emphasize the need for locating reliable information about the problem, the possible costs and benefits of each. Distinguish between situations in which only one alternative is possible (with a resulting opportunity cost of not choosing one of the other alternatives) and situations in which compromise, or trade-offs are possible.

RESOURCES:

1. REMC-9 #274757 VC Give and Take, from the TRADE-OFFS series. (Available as a film from Joint Council on Economic Education)
2. Our Values, filmstrips and cassettes from Westinghouse Learning Corporation (S,T).
3. Ideas About Choosing, book, by Maher and Symmes, from Franklin Watts, Inc. (S,T).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 4 M

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE a : Use a variety of senses to obtain information.

Example: Listening, watching, interviewing.

LEARNING ACTIVITY(IES):

1. Select a place around the school which children can describe. Brainstorm together to develop a list of all the ways the room or out door setting could be identified.

   Discuss senses. Categorize those used in the list developed by the class.

   Ask each student to describe an object or place in sensory terms. Read descriptions aloud and have students try to guess the place or object being described.

2. Poll for information. Develop questions. Seek answers by listening, observing, interviewing and compiling data.

RESOURCES:

1. Sound of Sunshine, Sound of Rain, by Florence Heide, Parents Magazine Press, 1970.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 4 - Unit III

WHAT IT MEANS TO BE A 'MICHIGANDER'

In this unit, the students will be exposed to laws, rights, functions, roles, and responsibilities of government in a democratic society. The student will learn the functions of local and state government and how they affect various groups.

Citizenship, Law and Government
Knowledge goals 1, 2 and 9

Four Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE a : Identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution.
Example: The Bill of Rights and especially religion, speech, and voting rights.

LEARNING ACTIVITY(IES):

1. Memorize the preamble to the Constitution.
2. Discuss aspects of the preamble.
3. Examine The Bill of Rights. Have sub-groups of students prepare mini-dramas related to the right to vote, the right to worship, and the right to express one's opinions. Present the mini-dramas to the whole group. Restate the rights.

RESOURCES:

1. A copy of The Constitution of the United States.
2. Bulletin board display of historical documents. (Check for free copies from PIP Instant Print/John Hancock Insurance Co.)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE b : Understand situations in which rights have been denied various groups and individuals.

Example: American Indian rights.

LEARNING ACTIVITY(IES):

1. Have the students discuss the movement of Native Michigan Americans (Indians) from their homes and lands to reservations. Have the students identify what rights were denied the Native Americans that are guaranteed in the Constitution of the United States.

RESOURCES:

1. A copy of The Constitution of the United States.
2. Discover Michigan, by McConnel, Hillsdale Publishing Co.
3. Nishnawbe-A Story of Indians in Michigan, by Lynne Dear, River Road Publications.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE c : Understand that an individual's rights may conflict with those of another individual or with the general welfare.

Example: Citizens moved from homes or lands (American Indians) for general welfare.

LEARNING ACTIVITY(IES):

1. Have the students discuss incidents in which individuals and groups have been moved from their homes and lands by the law of eminent domain.

   Help the students identify rights of individuals that were violated for the general welfare.

RESOURCES:

1. You And The Law, 1975, a monograph prepared by State Bar of Michigan, 306 Townsend Street, Lansing, MI 48933, (517)372-9030.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE d : Understand the differences between stated and actual practices in family, group and peer group activities.
Example: In the breaking of classroom rules, "white lies", cheating and stealing.

LEARNING ACTIVITY(IES):

1. Have the students select a classroom or school rule that is frequently broken. Have the students assist in identifying circumstances that existed when the rule was broken. Have the students examine the circumstances and draw conclusions as to whether or not it was ever justifiable to break the rule.

   Have the students discuss the reasons why the rule must be briefly stated and cannot include all the exceptional circumstances that might justify breaking the rule.

   Have the students examine the wording of the most frequently broken rule and discuss whether a change in wording can make the rule more practical.

RESOURCES:

1. Police Officer
2. Classroom and School Rules

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE e : Understand and support the right of all to present different points of view in the classroom.

Example: Students' input in making classroom rules and in dealing with infractions of rules.

LEARNING ACTIVITY(IES):

1. Continue with activities suggested under objective # 1 d.

   Now consider the reward/punishment statements for your classroom. List the different points of view presented regarding the contingency management. Are amendments or changes needed? Why? How?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE f : Understand the importance of participation in society and governments both as an individual and as a member of a group.

Example: The student council, safety patrol, room helpers and class meeting.

LEARNING ACTIVITY(IES):

1. Elect classroom officers to participate in the student council. Give the officers opportunities to report highlights of student council meetings to their peer groups.

2. Give positive reinforcements to safety patrol members, to classroom helpers and to participants in class meetings. Tie the positive reinforcements to adult and peer statements about the importance of their participation.

RESOURCES:

1. REMC-9 #27-37- MP Political Process.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE a : Understand the purposes for rules and laws.

Example: Upholding the freedoms and rights of citizens.

LEARNING ACTIVITY(IES):

1. Collect copies of:

   -classroom rules
   -building inspection codes
   -bus rules
   -hall rules

   Analyze the rules and codes to determine the purposes of each. Which freedoms and rights do they uphold?

RESOURCES:

1. REMC-9 #032480 SP Children and the Law.
2. REMC-9 #083432 MP Holiday from Rules.
3. REMC-9 #272257 MP Greenhouse.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE b : Understand how legal and judicial decisions are made.

Example: Classroom rules, school codes and board policies.

LEARNING ACTIVITY(IES):

1. Divide the class into small groups. Explain that their job is to write a list of recommendations for rules (laws) that will govern your class. After their rules are written, they will elect a representative to present their list. List the rules and allow time for discussion. The entire class acts as a convention to listen to each representative and vote on the rules.

RESOURCES:

1. REMC-9 #270370 MP Political Process.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how conflicts in laws are resolved.

Example: Through negotiations, in public assemblies, through the court system, by repeal and by petition.

LEARNING ACTIVITY(IES):

1. After classroom rules and the concomitant contingency systems have been established, try a variety of processes for resolving conflicts in the rules.

   -public assemblies
   -mock courts
   -repeal
   -petition

   Which process works best? When? Why?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE d : Understand how rules and laws can be changed.

Example: By petitioning, negotiation, public assemblies (town meetings), referendums, class meetings, amendments and appeal.

LEARNING ACTIVITY(IES):

1. Select one class rule to change. Subdivide into committees to plan the change. Try the several approaches. Evaluate the effectiveness of each and rank the preferred methods.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE e : Know the duties of participants in the court.

Example: Judge, lawyer, jury, defendant.

LEARNING ACTIVITY(IES):

1. Elicit existing knowledge about duties of participants in a court. Record in a list. Verify statements on the list by interviewing one or more of the following:

   -judge
   -lawyer
   -someone who has served on a jury
   -someone who has been a defendant in court

2. Role play, in a court room setting, some case against Goldilocks or Hansel and Gretel.

RESOURCES:

1. Local Court House.
2. State Department of Education, Social Studies Consultant.
3. World Book Encyclopedia.
4. Scott, Foresman, Social Studies, Grade 4, 1979, p. 264.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE f : Understand factors that might affect justice.

Example: Race, sex, economics, biases.

LEARNING ACTIVITY(IES):

1. Show the film or listen to the cassette tape recording of Goldilocks and the Three Bears.

   Role play, in a court room setting, some case against Goldilocks. Replay the case after replacing Goldilocks with a boy. Results?

RESOURCES:

1. REMC-9 #073172 MP Goldilocks and the Three Bears.
2. REMC-9 #073173 CT Goldilocks and the Three Bears.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE ___ ___

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Know the purposes of the government.
Example: People need and want government to preserve the peace; to protect personal freedoms and private property; to preserve natural resources.

LEARNING ACTIVITY(IES):

Situation: A new town is being established in the year 1820. When the population of the area is large enough the territory will apply for statehood.

1. Students are to list singly or in small groups the problems they think might be encountered. These might include:

   protection
   food and water
   transportation
   housing
   education

2. Make a master list of the proposed problems.
3. Rank order the problems by priority.
4. Have students suggest ways to solve each problem.
5. Have students list the types of problems and/or needs that they feel government should try to satisfy for the people of the community.
6. After viewing films, classify information observed in two categories: Local Government Long Ago
   Local Government Now
7. Use local newspaper stories to illustrate local government concerns such as school and property taxes, zoning regulations, police protection and water treatment.

Note: The purpose of government becomes evident as the need to solve problems in a group setting becomes necessary.

Lead the students toward the conclusion that one of the most important purposes of government is to make it possible for people to live and work together.

RESOURCES:
1. REMC-9 #270368 MP Governing the State.
2. REMC-9 #033952 MP Governing Our Local Community.
3. Scott Foresman, Social Studies, Grade 4, Unit 6, "Power In Government," p. 250 f.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL o : **Know the main structure and functions of government.**

OBJECTIVE h : **Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S, Constituiton, court decisions and laws.**

Example: Three branches of government and their purposes: free elections; representatives in government.

LEARNING ACTIVITY(IES):

1. List the three branches of state government. Organize the students in three sub-groups, one for each branch of government.

   -What are the purposes of this branch of government?
   -What are the titles of positions in this branch?
   -What are the names of some people in this branch?

   Share findings.

2. Try electing a room chairman:

   -in a free election
   -in an election controlled by money, family name or other arbitrary criteria

3. Interview student council representatives to learn more about the role and purpose of representatives in government.

RESOURCES:

1. REMC-9 #270368 MP Governing the State.
2. REMC-9 #033952 MP Governing Our Local Community.
3. Scott Foresman, Social Studies, Grade 4, Unit 6, Power in Government, P. 250 f.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE c : **Understand the organization and functions of state and local governments and their relationships to the federal government.**

Example: State legislative, executive and judicial branches; city mayor, council and manager.

LEARNING ACTIVITY(IES):

1. Review learnings about the three branches of the local government. Draw diagrams to represent each of the branches and the relationships among the branches.

2. Review learnings about the three branches of the state government. Draw diagrams to represent each of the branches and the relationships among the branches. What do you know about the relationship of local to state government? Can you show that relationship on a diagram?

3. Project the content of diagrams about the federal government. What do you know about the relationship of local and state government to the federal government?

RESOURCES:

1. REMC-9 #27-368 MP Governing the State.
2. REMC-9 #033952 MP Governing Our Local Community.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE d. : **Understand the range and importance of decisions made by state and local government.**

Example: Make laws to protect and serve people; collect taxes; build and maintain streets; provide schools.

LEARNING ACTIVITY(IES):

1. Make a list of laws which are to protect and serve people.

   -brainstorm
   -interview parents, policemen, firemen, nurses, Dept. of Soc. Services staff.

2. Make a list of laws about taxes and tax collection.

   -brainstorm
   -interview parents, store keepers, filling station attendants, city treasurer.
   -examine telephone bills and other receipts to note taxes collected.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE e : Understand how decisions made by the various branches and levels of state and local government are interdependent.

Example: Distribution of State Aid money to schools and school millages, school entrance age and local kindergartens.

LEARNING ACTIVITY(IES):

1. Examine the class record book to determine the total enrollment on "fourth Friday." Ask the principal or a central office administratior to explain how State Aid funding is related to this count.

2. Ask the principal or a central office administrator to tell about the district's school millage. Who pays it? How much? How does the district use the money? How does this differ from State Aid?

3. Check on the birthdates of some kindergarten children whom you know. How old are the children? Did they attend school last year? What is the state law about school entrance age? How/why do some four-year old children attend pre-kindergarten?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE f : Understand the limits on decision-making powers of the local and state government.
Example: Millage elections: who vote? why? why not? voter registration?

LEARNING ACTIVITY(IES):

1. Invite the school's assistant superintendent for adult and continuing education to speak to your group about local millage elections. Ask him to tell you who can/cannot vote and why. Ask him to tell you about local, state and national laws that set limits on elections.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE g : **Understand the formal legislative process at the local level.**

Example: Ways a voter could get a new law passed (through city council or by an election).

LEARNING ACTIVITY(IES):

1. Study the process for having a bill become a law at the state level.

    I. Introduction of proposal

        A. Goes to a committee
        B. Returns to House
        C. Goes to Senate
        D. Back to House
        E. Goes to governor
            1. If governor signs it, it becomes law.
            2. If governor does not sign and it lies on his/her desk for ten days, it becomes law.
            3. If governor does not want it to be a law, he/she vetoes it.
        F. Proposal may go back to the House and Senate, and they may vote on it again; if two-thirds vote for it becomes a law. (This is called overriding the governor's veto.)

2. Invite a member of the city council to visit your room to tell how to get a new city law passed. Ask the council member to help you compare this process with that used at the state level.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE h : Understand voter behavior in state and local elections.

Example: Learn the precinct location(s) for your school district and participate in voter education.

LEARNING ACTIVITY(IES):

1. Hold mock elections.
2. Have students work in small groups to list several key issues being stressed at the local and state levels.
3. Combine the key issues from the several groups into a class list. List on the board the different views expressed by students, parents, and guardians.
4. List the views of candidates on each of these issues on the bulletin board.
5. Have students vote on election day for the candidate of their choice, based on similiar views regarding the key issues.
6. Have students locate their parents' polling site on a city map.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE i : Understand the role of political parties.

Example: The power represented by collective point of view of Republican/Democrat parties.

LEARNING ACTIVITY(IES):

1. Organize teams (parties) to promote the election of a student council representative.
2. Establish a platform for each team (candidate).
3. Use school media to promote the campaigns.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE J : Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.

Example: Amendments to U.S. Constitution and preamble to State Constitution.

LEARNING ACTIVITY(IES):

1. Put selected excerpts taken from the Constitution, Declaration of Independence, and Bill of Rights on flashcards and on pass out sheets for class members.
2. Develop a bulletin board of documents for visual recognition.

RESOURCES:

1. Free copies of historical documents, from PIP Instant Print/ John Hancock Insurance Co.
2. REMC-9 #023250 MP Bill of Rights of the United States.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE k : **Associate governmental actions with the appropriate level of local and state government.**
Example: Schools, parks, swimming pools, streets, highways, sheriff and police with City Council, Mayor, House, Senate, and Governor.

LEARNING ACTIVITY(IES):

1. Have the students brainstorm a list of projects, services, issues that they have observed in the community, newspapers, and TV. This can be done singly or in small groups.

2. List the following governmental units on the chalkboard:
   City government
   Township government
   School District Board of Education
   County government
   State government

3. Have students, singly or in small groups, match the projects, services and issues that they have observed (in #1, above) with the governmental unit which has direct responsibility for each.

4. A follow-up disscussion of these units of government and their overall purposes would be useful.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 1 : Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.
Example: Governor, congressmen, senators, state superintendent of education.

LEARNING ACTIVITY(IES):

1. List various governmental positions and then write letters to those individuals inviting them to visit or to respond by letter to questions about qualifications for their positions.

2. Contact a high school government teacher to secure high school government students who can speak to your group about the qualifications for public officials and the processes by which they are placed in office.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

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PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE m : Understand how public officials can be removed.

Example: Recall, petitions and impeachment.

LEARNING ACTIVITY(IES):

1. Invite a high school teacher of civics or government to speak to your class about the recall, petition and impeachment processes for removing public officials from office. Ask this resource person to assist you in role-playing the three processes.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Understand registration and voting procedures.

Example: Eligibility requirements for voters for student council representatives, for school board members and for state governor.

LEARNING ACTIVITY(IES):

1. Invite a 'community school' staff member to bring registration forms to the classroom.
2. Observe the voter registration of new parents in your community (by authorized person in school office).
3. Invite a 'community school' staff member to bring a voting machine to your classroom and demonstrate its use. Make ballots for a classroom election to fit the machine. Vote for class officers by machine.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Recognize the legality and constitutionality of individual and group actions.

Example: School's open enrollment policy; racial balance of teaching staff; busing of special education students.

LEARNING ACTIVITY(IES):

1. Interview a special education teacher or administrator about the busing of special education students. Who can be bused? Why?

2. On a city map draw all the school boundary lines. Where are the boundary lines for your school? Does anyone attend your school who does not live within those boundary lines? Who? Why?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 4 - Unit IV

MICHIGAN'S LAND: ITS UPS AND DOWNS

This unit deals with Michigan's natural resources, natural environment, physical geography and how they relate to its people. The student will begin to understand these relationships and how they affect life in Michigan.

Geography
Knowledge goal 8

Four Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the environment is an integrated system which includes human beings.

Example: Natural resources and regional locations contribute to technological developments which contribute to pollution, declining resources, relocation of industries and changing human needs

LEARNING ACTIVITY(IES):

1. Have students write their ideas about how each visualizes his/her world, what is valued most, what is seen as a problem and what is hoped for when each reaches adulthood. As they share their ideas with the class, discuss similarities and differences, and the reasons for their decisions.

2. Make a frieze depicting the utilization of natural resources (including the Great Lakes) to bring General Motors Industries to Saginaw, Flint, Pontiac, Lansing and Detroit. Show the migration of labor, the beginnings of pollution, crowded living conditions, etc., down to the present time.

RESOURCES:

1. Duffey, Eric, Conservation of Nature, New York. McGraw-Hill Book Co., 1970.
2. Matteson, C.W., Man and His Resources, Mankato: Creative Educational Society, Inc., 1967.
3. rringle, Laurence, The Only Earth We Have, New York: MacMillan Publishing Company, Inc., 1969.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.

Example: Food (water, soil, climate); shelter (trees, clay, sand); clothing (soil, animals); and energy (coal, water, electricity).

LEARNING ACTIVITY(IES):

1. How do Michigan's natural resources affect our lives? Guide a discussion and write key words on the chalkboard. Have students prepare a mural or a bulletin board showing human needs and the natural resources needed to supply the needs.

RESOURCES:

1. Bixby, William, A World You Can Live In, New York: David McKay Co., 1971.
2. Carson, Rachel, Silent Spring, Boston: Houghton Mifflin Co., 1962.
3. Hirsh, S. Carl, Guardians of Tomorrow: Pioneers in Ecology, New York: The Viking Press, 1971.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand relationships between the location of human activities and the natural environment.

Example: Isolated communities in Upper Penninsula related to soil, temperature and mines; large cities in Lower Penninsula related to coal, water, lakes.

LEARNING ACTIVITY(IES):

1. Make maps showing the physical characteristics of your community and/or county and the types of human activities that prevail such as farm land-agriculture; lakes and rivers-fishing, recreation, etc.

RESOURCES:

1. Foreman and Allen, Using Maps, Charts and Graphs, Cleveland: Modern Curriculum Press, 1980.
2. Madden, James F., My First Atlas, Maplewood: Hammond, Inc., 1980.
3. Map Symbols and Geographic Concept Charts, Nystrom, Chicago.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : **Understand the influence of the natural environment on human beings.**

Example: Pollution, ecology, and physical geography of Michigan influence health and recreation of residents.

LEARNING ACTIVITY(IES):

1. Discuss with students the hydrologic (water) cycle and how it affects how man lives and functions. Chart the hydrologic cycle on the chalkboard. Follow a drop of water through the cycle. List the important aspects of the hydrologic cycle that affects human activities.

   Hydrologic cycle = water cycle.

RESOURCES:

1. Hydrologic cycle chart may be found in:
   a. Lounsbury, John F. and Ogden, Lawrence, Earth Science, New York: Harper & Row Publishers, 1979, p. 277.
   b. Strahler, Arthur N., Introduction to Physical Geography, New York: John Wiley & Sons, 1965.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Understand influences of the natural environment on the shaping of culture.

Example: Availability of natural resources such as land, timber and water affected development of Michigan.

LEARNING ACTIVITY(IES):

1. On a Michigan map, point out the areas where various ethnic groups live.

   Working in small groups, have each group plot a map showing where one or more ethnic groups have located in the state. For example, Dutch - Allegan, Ottawa, Kent and Kalamazoo counties; Finnish - Ontonagon, Houghton, Baraga, and Keewenaw.

2. Write letter to Michigan Department of Education requesting information on above.

RESOURCES:

1. Michigan Department of Education, Lansing, MI 48118.
2. Santer, Richard A., Michigan Heart of the Great Lakes, Dubuque: Kendall/Hunt Publishing Company, 1977.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Understand how societal actions and decisions affect the natural environment.
Example: Urban and highway expansion and industrial development affect farmlands, forests, river systems and wild life.

LEARNING ACTIVITY(IES):

1. Show pictures which illustrate basic needs such as air, water, food, clothing, shelter, and rest.

   Why are clean air and water so important to us?

2. Michigan is endowed with an abundance of fresh water. With students, list the many uses (residential and industrial) that we have for water. What can be done to insure that our water is sufficiently clean?

3. Show the film. The River That Came Back, available from Consumers Power Company, 212 W. Michigan Avenue, Jackson, MI 49201

RESOURCES:

1. Day, Gary D., et al, You and the Environment, Boston: Houghton Miflin, 1976.
2. Office of Air and Water Programs, Environmental Protection Agency, 401 M. Street, S.W., Washington, D.C., 20460.
3. Water-What Would We Do Without It?, National Wildlife Federation, 1412-16th Street, N.W., Washington, D.C., 20036.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8.: Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE g : Understand that a natural environment can serve varied needs.

Example: Agricultural, business, industrial, governmental, residential and recreational areas within Saginaw County.

LEARNING ACTIVITY(IES):

1. Show multiple uses that can be made of a state or national forest:
   - -forest products (several types)
   - -wildlife habitat
   - -outdoor recreation
   - -watershed management
   - -mineral extraction
   - -others
2. Show film, The Missing Forest.
3. Take field trip to local outdoor nature center for on-site observation.

RESOURCES:

1. Chart, What We Get From Trees, Michigan Department of Natural Resources, Lansing, MI 48926.
2. Film, The Missing Forest, Georgia-Pacific Corporation Educational Film Library, 900 S.W. Fifth Avenue, Portland, Oregan, 97204. Film is free. Borrower pays the return postage.
3. Maps showing range of wildlife habitat.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE h : Recognize the potential of various societies to use and abuse the natural environment.

Example: Pollution intensified with industrial growth; forests and wildlife destroyed by mechanized farming.

LEARNING ACTIVITY(IES):

1. When Michigan's natural habitat is subdivided and used for residential development, what happens to the wildlife? Discuss. Make "before" and "after" drawings.

2. Creative writing activity. Have each student pretend that he/she is an animal who has lost its home and its source of food as a result of change in the land. How does the animal adapt to the change?

3. Read to the students or have them read, The Shady Glade, or other appropriate stories.

RESOURCES:

1. The Shady Glade, Michigan Environmental Education Assoication, Box 30028, Lansing, MI 48909.
2. REMC-9 #036388 SF Conservation-Our Forest.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE i : Understand that human uses of the natural environment are limited.
Example: Quality of sub-soil under VA Hospital, drainage basins for farming and industries; temperatures and snowfalls for winter sports.

LEARNING ACTIVITY(IES):

1. Have a representative from the County planning Commission speak to the students about land use limitations in the county and why some areas are more suitable for some purposes than others.

2. Have students write a short essay about how a natural feature in Michigan limits the state's growth. As an alternative some students can map an imaginary natural feature.

RESOURCES:

1. County Plainning Commission maps.
2. Harris, Ruby M., The Rand McNally Handbook of Map and Globe Usage.
3. Map Skills, Book F., Los Angeles; Bowmar/Noble Publishers, Inc., 1977.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE j : Understand effects of the worldwide limitations of nonrenewable resources.
Example: Oil and natural gas.

LEARNING ACTIVITY(IES):

1. To help students understand that some resources are renewable, and some are not, explain that if man uses all the oil on earth, he cannot "grow" more. Minerals are nonrenewable resources. Discuss ways that we can conserve oil.

2. On an outline map of Michigan have students plot areas where oil is found and where it is currently being extracted.

3. Show film Rethinking Tomorrow.

RESOURCES:

1. REMC-9 #036392 SF Conservation-Our Minerals and Energy Resources.
2. Energy Kit, Michigan United Conservation Clubs (MUCC), Lansing, MI., 1978.
3. Film, Rethinking Tomorrow, U.S. Department of Energy, Film Library, P.O. Box 62, Oak Ridge, TN 47830.
4. Santor, Richard A., Michigan: Heart of the Great Lakes, Dubuque: Kendall/Hunt Publishing Company, 1977.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE k : Recognize the costs and benefits of alternative uses of the natural and man-made environment.

Example: Costs and benefits of residential, industrial and agricultural uses.

LEARNING ACTIVITY(IES):

1. Given a particular piece of land in Michigan, have students list all possible alternative uses for that land. For each use, have them discuss how it affects other uses. Have students discuss which uses are the most important and why.

2. Film To Care For This Land or Conservation-Our Soil.

RESOURCES:

1. REMC-9 #036394 SF Conservation-Our Soil.
2. Our American Land, The Story of Its Abuse and Conservation, Bulletin No. M-596, Department of Natural Resources, Lansing, MI.
3. Sallers, Allan A., Ours Is the Land, New York: Holt, Rinehart and Winston, Inc.
4. Warner, Matt, Your World: Your Survival, New York: Abelard-Schuman, 1970.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Locate important natural features, cities and nations.

Example: Great Lakes, inland lakes, forest land (52%), distribution of population (lower-half of lower peninsula).

LEARNING ACTIVITY(IES):

1. Explain what is meant by natural or physical features of the earth. The study of the physical features of the earth is known as the science of Geomorphology.
2. Show the difference between a physical and a political map of Michigan.
3. On a physical-political outline map of Michigan have each student locate and identify the major mountains, rivers and cities.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 8.: Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE m.: Understand environmental problems and possible solutions to those problems.

Example: Energy supply and pollution.

LEARNING ACTIVITY(IES):

1. Have students list Michigan's major environmental problems involving air, land use and water resources. Have a panel disucssion dealing with solutions to the problems.
2. Show the film Rethinking Tomorrow.
3. Learn about Michigan's "bottle return" bill.
4. Research and plan beautification projects for youth.

RESOURCES:

1. Mason and Folkerts, Environmental Problems: Principles, Readings and Comments, Boston: Brown and Company, 1973.
2. Watson, Jane Werner, Toward a Better Environment For Our World Tomorrow, New York: Golden/Western Col, 1973.
3. Film, Rethinking Tomorrow, U.S. Department of Energy, Film Library, P.O. Box 62, Oak Ridge, TN 47830. Film is free. Borrower pays the return postage.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 4 - Unit V

MICHIGAN'S PAST

Unit V is a study of the historical facts related to the development of Michigan. Among some of these facts, to name only a few, are: immigration and its impact on racial and ethnic relations; the development of technology and its impact on society; changes in male and female roles; urban, rual, and suburban developments.

History
Knowledge goal 5

Five Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE a : Know basic historical facts related to the development of the United States.

Example: The development of Michigan's commerce; the arrival of various ethnic groups; the achievement of noteworthy Michigan residents.

LEARNING ACTIVITY(IES):

1. Construct a wall map of Michigan showing historical Michigan settlements leading to Michigan's statehood.

2. Use Michigan Kits A and B.

3. Read Little House in the Big Woods and other "Little House" books. Select passages for analysis and discussion about ways in which the children described in the passages were like children of today and ways in which they were different. Conclude with a brief discussion of facets of childhood that appear to be constant and those that change from one time period to another.

4. Learn about the achievement of noteworthy Michigan residents. Have students role-play highlights of the achievements or develop taped speeches about the prominent figures and synchronize the speeches with showcase displays about them.

RESOURCES:

1. REMC-9 #137782 KT Michigan Kit A-Environment, Settlement and Statehood.
2. REMC-9 #133610 KT Michigan Kit A-Biographies.
3. REMC-9 #137815 KT Michigan Kit B-Settlement and Statehood.
4. Little House In The Big Woods, book, by Laura Ingalls Wilder, Harper & Row Publishers, Inc., New York.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE b : Understand urban, rural and suburban development.

Example: Urban-city; rural-country; suburban-residential area outlining city.

LEARNING ACTIVITY(IES):

1. Discuss the development of an urban, rural and suburban area.
   a. How did it grow? Why?
   b. Resultant problems, e.g., isolation, crowding, services.
2. Have students define the following terms:

village	city	metropolitan area
town	suburb	

RESOURCES:

1. REMC-9 #164245 SP Pioneer Days.
2. REMC-9 #164270 SP Pioneer Home and Community.
3. Dictionaries.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE c : Understand the impact of technology on society.

Example: Improved communications, transportation, standard of living, and mechanization of agriculture.

LEARNING ACTIVITY(IES):

1. After viewing media or reading materials that depict pioneer life, elicit from students information in following categories and list on retrieval chart:

CATEGORY	HISTORICAL PERIOD	
	Pioneer Days	Present Times
Tools		
Food Preparation		
Cleaning		
Home Building		
Home Furnishing		
Transportation		
Communication		

Have students identify some of the factors which resulted in changes.

RESOURCES:

1. REMC-9 #164186 MP Pioneer Blacksmith.
2. REMC-9 #164212 MP Pioneer Boy of the Midwest.
3. REMC-9 #271053 SF Pioneer Community-Crafts.
4. REMC-9 #271051 SF Pioneer Community-Family Life.
5. REMC-9 #271052 SF Pioneer Community-Foods.
6. REMC-9 #271054 SF Pioneer Community-Schools and Recreation.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE d : Understand changes in racial/ethnic relations.

Example: Arrival and competition of various ethnic/racial groups resulting in conflict and change.

LEARNING ACTIVITY(IES):

1. Collect and organize data about:

   a. immigration into Michigan

      -crowding the job market
      -working for lower wages
      -crowded welfare system
      -positive contributions of doctors, lawyers, engineers, artists

   b. relationships between specific racial/ethnic groups

   c. effects of the inter- and intra-group relationships

   d. contributions of the several groups

2. Interpret the above data. Write generalizations about the changes.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE e : Understand changes in female and male roles.

Example: In 1919, women given vote; in 1941-45, women went to work in Michigan factories.

LEARNING ACTIVITY(IES):

1. Make frieze illustrating:
   a. sex stereotyping
   b. impact of changes in female and male roles

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 5.: Understand the history and present state of own and other cultures.

OBJECTIVE 5.: Understand changes in family, work and population patterns.
Example: Women's roles; mobility of people; differing family structures; increased life expectancy.

LEARNING ACTIVITY(IES):

1. In groups, have students brainstorm and list differing family structures:

   -mother, father, children
   -mother, children
   -father, children
   -aunt, grandmother, children

   Note differences.

   Have students also check those family members who work. Present statistics to class to show how work patterns have changed. Discuss changes and possible reasons for same.

2. Make a pictorial graph to show the number of students who are new to your room since "fourth Friday" count day.

3. Have students survey family members to learn about states and cities in which they have lived before coming to Saginaw.

4. Interview someone from Commission on Aging to learn about the number of senior citizens and retirees in your community.

RESOURCES:
1. Commission on Aging, City Hall, Saginaw.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE g : Understand persistent social problems.
Example: Economic disparities, unemployment, aging, crime and shoplifting, drugs and pollution.

LEARNING ACTIVITY(IES):

1. Consider the definition of prejudice to be the disregard of, or failure to honor, a person's rights.

   After viewing selected filmstrips, students will discuss:

   a. Whether a particular group suffered from prejudice.

   b. In what form the prejudice existed.

   c. The effect prejudice had upon the group.

   Retrieval chart:

GROUP	FORM OF PREJUDICE	EFFECTS OF PREJUDICE

2. Collect data about economic disparities, unemployment, aging, crime and shoplifting, drugs and pollution in Michigan. Form committees to develop proprosals for change.

RESOURCES:

1. REMC-9 #011736 RD Afro-American History-People Uprooted.
2. REMC-9 #271100 SF American Indians of the Northeast-Their History.
3. REMC-9 #014310 MP American Indians of Today.
4. REMC-9 #134416 SF Minorities Have Made America Great.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand the development of education institutions.
Example: Michigan colleges, universities, and technical schools.

LEARNING ACTIVITY(IES):

1. Write for Michigan college, university and technical school bulletins. Study the historical development of each. Locate the institutions on a Michigan map.

2. Have representative students visit the public libraries to read historical accounts of the development of Michigan's institutions of higher education.

3. Invite college and university regional directors to speak in your classroom. Ask them to talk about the age of their college and the program changes in recent years.

4. Interview alumni of the several institutions. Ask them about the importance of the college they attended. How has it helped Michigan?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE i : Understand development of religious institutions.

Example: 1660-French missionaries in area and 1846-Mormons settled on Beaver Island; church supported schools and colleges.

LEARNING ACTIVITY(IES):

1. Compile a list of different types of organized religious groups in Michigan.
2. Make a time line to show the development of the several religious groups in Michigan.
3. Create a dot map to indicate the relative locations of the several types of groups.
4. Examine the "Yellow Pages" of The Telephone Directory to determine the names and locations of church supported schools in your area. How do these relate to what you have learned about migrations into Michigan?

RESOURCES:

1. World Book Encyclopedia-See "Michigan".
2. Discover MICHIGAN, McConnell, Hillsdale Educational Publishers, 1981, p. 26.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 5.: Understand the history and present state of own and other cultures.

OBJECTIVE j: Identify changes in a society and consequences of these changes.
Example: From lumbering and agriculture to large industries, to high technology and space.

LEARNING ACTIVITY(IES):

1. Make a 3-dimensional model of a farm as it may have looked at the time Michigan achieved statehood; make a contrasting model of a modern mechanized farm.

2. Develop a series of transparencies to show the school and school-related life of a pioneer student, of a grandparent, of a parent and of self. (Try doing the same for a student in the year 2000)

3. Visit a graveyard to obtain information about the longevity of people of several generations and some of the causes of death in each generation.

RESOURCES:

1. Discover MICHIGAN, McConnel, Hillsdale Educational Publishers, 1981, pp. 45, 80, 81.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 4 - Unit VI

GETTING THE MOST FOR YOUR MONEY

This unit deals with the basic economic concepts of supply and demand. The student will begin to get a simple understanding of how an economic system works and how to be an effective producer and consumer of goods and services.

Economics and Consumer Education
Knowledge goals 6 and 7

Five weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE a : Understand basic economic concepts.

Example: Supply and demand.

LEARNING ACTIVITY(IES):

1. Divide the class into two groups.

   Ask one group to make a list showing items that they "need" in order to live.

   Ask the other group to make a list showing items they "want".

   The two groups can write their lists on a chalkboard and follow up with a discussion. It will probably be necessary to make adjustments based on discussion.

   Also follow up this activity with a discussion of the basic economic problem -- limited resources, unlimited wants.

2. Make a bulletin board, using newspaper and magazine photos to show needs and wants.

3. Have students make scrapbooks with illustrations of personal needs and wants.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 6-: Understand economics and economic systems.

OBJECTIVE b : Understand the basic functions of any economy.

Example: Management of resources, income materials, and labor.

LEARNING ACTIVITY(IES):

1. Develop a bulletin board with illustrations of goods made in other countries that are used in Michigan.
2. Surround a world map with a border of illustrations of goods made in other countries that are used in Michigan. Place a yarn between each item and the country in which it is produced.
3. Set up an exhibit of Michigan made products. What resources, materials and labor were required in the production of these products? Who gets paid for these products?

RESOURCES:

1. RMEC-9 #127124 MP Locks of Sault Ste. Marie.
2. REMC-9 #190630 MP Saginaw-World Port.
3. Saginaw Chamber of Commerce.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE c : Understand how a market economy works.

Example: The free enterprise system.

LEARNING ACTIVITY(IES):

1. Discuss and plan how to raise money for a field trip or a classroom need, such as camp or Weekly Readers. Consider costs and profit; supply and demand. Implement the fund raising activity. Purchase the goal item.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE d : Understand the role of money in the economy.

Example: Banking institutions, savings, pass books, buying and selling goods.

LEARNING ACTIVITY(IES):

1. Open up bank accounts for each student in the classroom with a field trip to the local bank.
2. Start a class store. Sell school supplies for various classroom needs. Discuss the role of money in the operation of the store.
3. Invite an officer from a savings and loan institution to talk to the class about the role of money in your community.
4. Invite a representative From a fund raising company to talk to students about the importance of money for special projects.

RESOURCES:

1. Officer from a savings and loan institution.
2. Salesman from a fund raising company.
3. REMC-9 #135840 MP Money and Its Uses.
4. REMC-9 #135856 MP Money in the Bank-and Out.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE e : Understand factors that influence economic behavior.
Example: Advertising, rent, division of labor and wages.

LEARNING ACTIVITY(IES):

1. Use Glasser Circles. Discuss wages of various occupational groups. (Should a doctor be paid more than a waitress? Why? Use other comparisons.)
2. Show Walt Disney cassette/filmstrip set on economics-called Winnie the Pooh.
3. Set up an assembly line to produce wall hangings for gifts/sale. Calculate the total cost of each. Include costs of materials, capital outlay, utilities, labor and profit. Examine the quality of workmanship in each item. Does this influence profit/sales?

RESOURCES:

1. Winnie the Pooh-Walt Disney Cassette/filmstrip set on Consumer Economics (available in most buildings).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 6 : Understand economics and economic systems.

OBJECTIVE f : Understand economic concepts as they apply to individual decision-making.
Example: Income and style of living (car, home, clothing).

LEARNING ACTIVITY(IES):

1. Use Glasser Circle Discussions. Ask "How do you spend your money?" (movies, candy, clothing) "Do you ever have to make a choice? When? Why?." (Time or money might be spent in some other way.)

2. Show Walt Disney cassette/filmstrip set on economics- called Winnie the Pooh. Discuss the steps in decision-making.

RESOURCES:

1. Winnie the Pooh-Walt Disney cassette/filmstrip set on Consumer Economics (available in most buildings).

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE g : Understand the historic and current role of labor in our economic system.

Example: Open shops, labor unions and various other labor associations.

LEARNING ACTIVITY(IES):

1. Invite a guest speaker from a local labor union.
   Create a list of questions to ask the speaker.
   - -Why do we have unions?
   - -Why did you join the union?
   - -What benefits and services does the union provide?

2. Invite a free lance writer, an independent plumber, a nursery man or some small businessman to be a guest speaker.
   Create a list of questions to ask this speaker.
   - -To what business or professional group do you belong?
   - -Why?
   - -How does your labor help the economy of Saginaw?
   - -How does the economy of Saginaw help you?

3. Show film, Land, Labor and Capital.

RESOURCES:

1. Representative from local union.
2. Free lance writer.
3. REMC-9 #270479 MP Land, Labor and Capital.
4. REMC-9 #120156 MP Labor Movement-The Beginning and Growth in America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.

Example: Personal choices, availability of product, advertising and resources.

LEARNING ACTIVITY(IES):

1. Place a class subscription to Penny Power-periodical published by Consumer Reports ($9.00/yr.-student and teacher copies).

2. View Saturday morning cartoons for two hours. Count the number and kinds of cereals advertised. Check to see which of those cereals you have in your home. Decide which advertisements were honest about their products. Hold a class discussion on the affects of cereal advertising.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b : Give examples of their own limited resources and limited wants.

Example: Money (allowances, jobs), skills and natural resources vs. needs and wants.

LEARNING ACTIVITY(IES):

1. Ask students to prepare a list of gift-giving occasions and the individuals to whom they like to give something each year. For each person and occasion, have students select
   - -a gift they would like to give for each occasion, if money were no object, and the estimated cost of that gift (provide catalog for reference).
   - -an appropriate gift costing between $5 and $10, and the estimated cost.
   - -an appropriate gift for each occasion costing less than $2.00, and the estimated cost.

   Have students total the cost of gifts in each category.

   Discuss the range of choices, the necessity for making purchases within given limits, the variations in costs between different stores and between products in each store.

2. Encourage students to set up personal budgets, showing sources and amounts of income and plans for expenditures.

RESOURCES:

1. REMC-9 #274170 MP Earning and Spending.
2. REMC-9 #272609 MP Learning to Use Money

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 7. : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE c. : Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
Example: Consumer buying guides and aids and super market ads.

LEARNING ACTIVITY(IES):

1. Use Dairy Council of Michigan's Food and You Kit to do a comparison study of nutritional values of foods.

2. Invite a guest speaker, such as a home economist or department of social services consultant. Prepare questions for speaker to discuss to meet students' interests in comparison shopping.

3. Have group of students select a product of personal interest for a comparison shopping study, such as blue jeans, records, bicycles or milk shakes. Using appropriate references and information from general class discussion about comparison shopping, have each group prepare a shopping plan listing:
   -criteria to consider for a fair comparison.
   -specific stores to be visited, called or ads used.

   Each group should discuss its findings and prepare a report for the class of their recommendations according to different appropriate factors (cost, durability, flavor, style, quality).

RESOURCES:

1. REMC-9 #274841 MP Hot Dog-Bicycles (whole series, Hot Dog).
2. The Price is Right or Is It? , film from Sterling Educational Films (S,T)
3. Penny Power, periodical published by Consumer Reports, $9.00/yr. (S,T)
4. Consumer Reports, periodical from Consumers Union, $14.00/yr.(S,T)
5. Your Shopping Dollar, pamphlet from Money Management Institute (S,T)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.

Example: Advertising, mail ordering, solicitations, propaganda and packaging.

LEARNING ACTIVITY(IES):

1. View films on deceptive sales techniques.

2. Collect empty packages of products from super market.
   a. Compare sizes and prices per unit.
   b. Examine the graphics on the packages. Do they make the packages appear to be bigger than they really are?

RESOURCES:
1. REMC-9 #275126 KT It's The Law.
2. REMC-9 #272235 MP The Owl Who Gave A Hoot.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 4 - Unit VII

NO MAN IS AN ISLAND

Unit VII deals with diversifications of human cultures, customs, beliefs and values. The student will be introduced to multi-ethnic cultures, customs, beliefs and values.

Sociology and Anthropology
Knowledge goals 4, 10 and 11

Five Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE a : Understand the concept, 'culture.'

Example: The favorite foods, music, dances and clothing of specific ethnic groups of people in the community and state.

LEARNING ACTIVITY(IES):

1. Have each student in the class read about a cultural group.

   Have them draw or paint a picture, make a collage or create a mural that tells the class something about a particular aspect of the culture.

   Display the following chart on the bulletin board and place each student's art work in the proper column.

FAMILY	RELIGION	MAKING A LIVING	GOV'T	FOOD	SHELTER

   After completion of the activity, discuss the different ways in which cultures meet their needs. Let the students be aware of these universals in every culture.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE h : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.

Example: Comparison of foods, shelters, clothing and reasons for same..

LEARNING ACTIVITY(IES):

1. Divide the class into four groups to study about a specific cultural group such as the Ashanti, the Hopis, the Lapps, or the Navahos.

   Discuss how people everywhere have the same basic needs for food, shelter, clothing, or recognition.

   Have the students prepare a chart showing how each of the four groups satisfies the basic needs.

   After completing the chart, discuss:

   a. How are the various cultural groups the same?

   b. How are they different? Why are they different?

RESOURCES:

1. Accounts of various cultural groups.
2. Nishnawbe: Story of Indians In Michigan, Lynn Deur, River Road Publications, Inc., Spring Lake, MI, 1981.
3. Discover Michigan, McConnell, Hillsdale Educational Publishers, 1981.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE c : Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.

Example: Comparison of clothing and shelter from various countries of world.

LEARNING ACTIVITY(IES):

1. Using an opaque projector, show at least four different pictures of clothing from four different cultural groups. Identify the culture/country represented by each costume. Elicit responses from the students as to which costume they like best. (Do not use American examples because the students will tend to select subjectively rather than objectively).
   Discuss: Why do you think these cultures have these particular dress codes?
   Is one of the costumes better than the others? Why or why not?
   Why may the preceding question be a difficult one to answer?

2. Repeat the procedure in step one, substituting clothing pictures with pictures of various shelters.
   Discuss: Why do different places have different dwellings?
   Is one form of dwelling better than the rest? Why?
   Which dwelling do you thing best fits with its surroundings? Why?

3. Read to the students a book of poems written by children all over the world. Ask them to listen for clues to the customs and values of the country and or cultural group as evident in the poems written on the same topic.

RESOURCES:

1. REMC-9 #275122 MP Shelter Around the World.
2. Lewis, R., Miracles, Simon and Schuster, 1966. (A collection of poems written by children of the English speaking world.)

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.

Example: Education, religion, jobs, clothes, games, and homes.

LEARNING ACTIVITY(IES):

1. Each student should be responsible for turning in at least five pictures that show people from any country in the world. Parents can be asked to help collect magazines which the students can use for this assignment. Before students begin their search for pictures, point out it is important to label the country represented in the picture.

   Working in groups of four, let the students meet to exchange and talk about their collections of pictures.

   After the group discussions, ask the groups to try and divide their pictures into some kind of classifications. Some suggestions might be:

   -Jobs that people do
   -Clothes that people wear
   -Food that people eat.
   -Games that people play.
   -Homes that people live in.

   After the groups have identified categories and classified each picture, staple them together for future reference.

   Discuss: What are some ways in which the people were the same? In what ways were they different?
   List the ways in which all people are alike.
   How are their needs and ways of acting alike?

RESOURCES:

1. Magazines such as National Geographic.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE e : Understand that within a society, there may exist one or several subcultural groups.

Example: Native American, Black American, Amish American, handicapped, and women.

LEARNING ACTIVITY(IES):

1. Display pictures of subcultural groups such as the Amish, the Hutterites, the Applachians, Native American, Black American, Handicapped, Women.

   Identify where they are located on a map.

2. Have the students locate and record information about the lifestyles of particular subcultures.

3. Discussions:

   a. How does the life style of the Amish (or any other subcultural group) differ from the main culture?

   b. How does the group manage to resist change and cultural diffusion?

   c. Can you identify other subcultural groups in our country?

4. Invite a guest who is a representative of a subcultural group to speak to the class and possibly show slides.

RESOURCES:

1. REMC-9 #231274 MP We Came to America.
2. Hostetler, John A., Amish Life, Mennonite Life and Hutterite Life, Herald Press, Scottdale, Pennsylvania.
3. Sommers, Laurence M., Atlas of Michigan, Michigan State University Press, 1977., pp. 75-77.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE f : Understand that within a culturally pluralistic society, there exists different ethnic, racial, and religious sub-groups.
Example: Polish, Hispanics, Blacks, whites, Laotians, Catholics, Lutherans etc.

LEARNING ACTIVITY(IES):

1. Have the students make a survey of their community:
   a. List all ofthe different religious buildings.
   b. List all the ethnic social centers.
   c. List all of the ethnic restaurants.
   d. Check the census reports for the ethnic composition of the community.
2. Plan a trip to a specific ethnic community such as a Polish community, a Black community, an Arabic community, a Finnish community. Make arrangements to meet a representative of that community to help acquaint the students with the people and places they will be visiting. Invite pastors who have particular ethnic parishes.
3. Plan a visit to an International Institute or an ethnic center.
4. Discuss the contributions of the various groups to our society.

RESOURCES:
1. Telephone Directory.
2. Saginaw Historical Society Roster.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE g : Recognize that social-cultural change may create varying degrees of resistance and conflict.

Example: Open enrollment, a central Catholic high school, girls' sports.

LEARNING ACTIVITY(IES):

1. Read to the students short stories dealing with cultures undergoing changes such as the Eskimos, the Aleuts, Lapps, and others.

   Questions for discussion:
   a. In what way(s) were the people in the group different from the "outsiders"?
   b. How were the lifestyles changed by the outsiders?
   c. Did they have to change when new people came in with different ideas? How else could they have acted?

2. Let's suppose that a group called the "onlangs" came to our state of Michigan and supported the following ideas:
   a. that children should be sent to boarding schools and visit their parents every two months.
   b. that no meat be eaten, only plants and vegetables.
   c. that everyone must wear the same uniform dress.

   Which of these situations could our society accept? In what way(s) would our culture change if we accepted any of them?

3. Read the story "Come Look" (THE SOUP STONE); then discuss:
   1. What were the family member's reactions to the new object (a mirror)?
   2. If the secretary had not discovered the truth about the mirror, how could the mirror's power be explained?
   3. How did the mirror change the lives of these people?
   4. In what ways would we be different if we had NO mirrors? Do you think we would be better off?

RESOURCES:

1. Stoutenburg, A., People in Twilight: Banishing and Changing Cultures.
2. Leach, Maria, Soup Stone: The Magic of Familiar Things, Funk and Wagnalls Co., 1954.
3. TV Program, The Jeffersons.
4. Miles, Miska, Annie and the Old One, Little, Brown and Company, Inc.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE h : Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.

Example: Recognize and appreciate different practices and beliefs in relation to peers' holidays, peers' family relationships, etc.

LEARNING ACTIVITY(IES):

1. Using the resources available in the school library, have the students identify at least two "strange and unusual" ways of doing things and/or behaving that are found in another culture.

   The students will then share these different practices and beliefs with the class. After each presentation, discuss why this custom and/or belief occurs in this particular culture. The basic needs are the same, but the way in which it is met differs.

   The examples can be collected and posted on a bulletin board with the title "PEOPLE DO STRANGE THINGS? NOT REALLY".

2. The same assignment can be made using strange and unusual practices from the American culture. The same discussion would follow each presentation.

RESOURCES:

1. National Geographic Magazine.
2. Holt Databank, Cultures, taped recording of Americans picnicing in Africa.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 10 : Understand the organization of human societies.

OBJECTIVE a : Compare customs and habits of different groups.

Example: Environmental groups, labor unions, little leagues, 4-H clubs, boy/girl scouts and school patrol.

LEARNING ACTIVITY(IES):

1. The teacher or the students should select pictures from a set, or out of magazines, that depict a variety of institutions and/or groups.

Institutions	Groups
School	Boy Scouts
Police Dept.	Girl Scouts
Fire Dept.	Soccer clubs
Church	Computer clubs
	Band
	Student government

After showing the pictures to the class, have the students identify the institution or group which pictures depict. After each identification, discuss the functions of the institution and/or group.

2. Divide the class into small groups. Have each small group do a mini-report on an institution or group and present it to the class.

RESOURCES:

Picture sets or pictures out of magazines.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

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PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 10 : Understand the organization of human societies.

OBJECTIVE b : Understand the relationships among groups and individuals.

Example: To share ideas about work; to have recreation; to develop hobbies; and to be with family.

LEARNING ACTIVITY(IES):

1. Have students list those institutions or groups that people belong to.

   Record those answers on the chalkboard or a retrieval chart.

   Choose 2 or 3 examples of the institutions or groups listed. Have the class analyze why the people in each institution or group would want to belong to that particular institution or group. Discuss and rank order.

   After the discussion, ask the students if they can formulate a generalization as to why human beings form institutions and groups.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 10 : Understand the organization of human societies.

OBJECTIVE c : Understand ways groups are interdependent, cooperate and compete.

Example: Church, Scouts and ball teams; student groups; family groups and reunions; peer groups and professional groups.

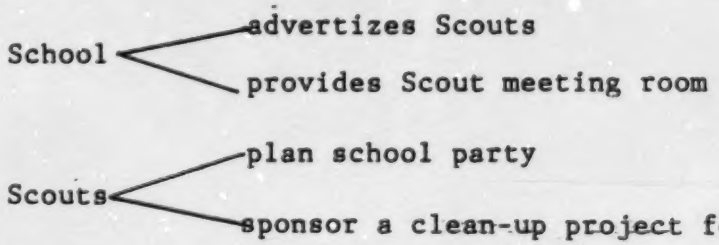
LEARNING ACTIVITY(IES):

1. Have the students list groups that they belong to. Record those answers on the chalkboard or a retrieval chart.

2. Have the students explain reasons why people belong to those groups.

3. Give the student drawing and writing paper. Have the students choose one group that they belong to or would like to join. Have the students write an essay on what it would be like to be a member of that group. Have the students also design a cover for their essay if there is time.

4. Have the children draw diagrams to show the relationships between the two groups.



RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 10 : Understand the organization of human societies.

OBJECTIVE d : Understand the changing nature of institutions and groups over time.

Example: School groups, family groups, church groups and social groups.

LEARNING ACTIVITY(IES):

1. Select pictures of institutions and groups representing a span of at least 20 years.

   Prepare a bulletin board or chart with the headings of NOW and THEN.

   Give each student or small group of students a picture and have them place it under the proper heading (NOW or THEN). Each student or a group representative should state the reasons for each placement and tell what has changed over the years, e.g., uniforms, equipment, activities, rules, buildings, books.

   Have each student design a small poster representing the NOW and THEN of a particular group.

2. Extended Lesson: Pictures of Saginaw from the last 100 years to now- Predict how Saginaw might change in the next 100 years.

RESOURCES:

1. REMC-9 #272 459 SL Saginaw: One Hundred Years.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 10 I

GOAL 10 : Understand the organization of human societies.

OBJECTIVE e : Understand ways groups are interdependent, cooperate and compete.

Example: Common memberships and differing memberships; meeting times; audiences; mass media coverage.

LEARNING ACTIVITY(IES):

1. Give the students an assignment to secure a list of groups that are active in their own neighborhood, city or school. (Assignment can be given a day ahead of time.)

   During a class discussion, list those groups on the chalkboard.

   Divide the class into small groups (3-4 students). Each group should choose an organization to represent. Give them a short period of time to discuss what their main purpose and responsibilities should be.

   The teacher should now put two different groups together until all groups have a partner. Give the groups this assignment:

   a. Decide ways in which your two groups can cooperate and compete.

   b. Choose a group recorder to write down the suggestions.

   c. Choose a group reporter to report your group decisions to the class.

2. Have students describe a school open house, ethnic festival or civic celebration in which many groups cooperate to reach a a common goal. Draw a frieze or make a model of the event.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 10 : Understand the organization of human societies.

OBJECTIVE f : Understand types of conflicts between groups and ways conflicts are resolved.

Example: Sibling use of TV, peer teams on playground, parent groups at P.T.A. via discussions, physical combat and decree of authority figures.

LEARNING ACTIVITY(IES):

1. Have the students recall recent conflicts they have seen during school hours.

2. Lead a discussion on the ways the conflicts were resolved and whether or not those resolutions were adequate.

3. Divide the students into small groups and have each group choose a conflict to role play. Each group must be prepared to portray the conflict and the resolution that they feel is the best possible solution.

4. Compare/contrast the conflict resolution strategies as demonstrated by role-play situations.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 10.: Understand the organization of human societies.

OBJECTIVE g : Understand how and why human societies differ.

Example: Land use, economic conditions, climate and landforms, religious beliefs and practices, technology and art.

LEARNING ACTIVITY(IES):

1. Introduce a film or filmstrip presenting the concept of why cultures are different, e.g., Different People, Different Values.

   Lead a class discussion on the main points of the film or filmstrip. Include these questions in the discussion:

   a. How were the people taught the culture of their own group?

   b. In what ways do cultures carry on their customs so that they remain somewhat the same for hundreds of years?

2. Have students list the ways in which their own family customs were taught to them. Also have the students consider and write down those customs that they feel they are likely to continue in their adult life.

RESOURCES:

1. REMC-9 # 270432 MP People.
2. REMC-9 # 161924 FS People and Cities of New Zealand.
3. Film, Different People, Different Values, BFA, 1976.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 R

GOAL 10 : Understand the organization of human societies.

OBJECTIVE h : Understand the meaning and sources of power within a social unit or organization.

Example: Superintendent, principal and teachers; superintendent, plant managers and foreman; family, school, state and world.

LEARNING ACTIVITY(IES):

1. The teacher will ask the following series of questions, while the students silently write their responses on paper: (Before asking the questions, it is advisable to tell your students that you'll begin by asking questions about the world, U.S.A., Michigan, and end by asking questions about their own family. It is a survey, not a test.)

   a. Who is the most powerful person in the world?
   b. Who is the most powerful person in the U.S.A.?
   c. Who is the most powerful person in Michigan?
   d. Who is the most powerful person in Saginaw?
   e. Who is the most powerful person in our school?
   f. Who is the most powerful person in our class?
   g. Who is the most powerful person in your family?

   Place a long piece of chart paper in a convenient place to display all answers. Title the chart "The Most Powerful People." Make a column for each question you ask and give it a proper heading.

   Either the students or teacher should fill in everyone's answer under the proper heading.

   This activity can be used as a simple survey. Or, if time permits, a discussion can be lead on the topic of women and minorities in power. (Be careful of dealing in sterotypes.)

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 4 - Unit VIII

SURROUNDED BY PROBLEMS

Unit VIII focuses on national, state and local problems which surround us. The purpose of this unit is to make students aware of those problems and to lead them in some of the though processes required in the finding of solutions to the problems.

Global Issues
Knowledge goal 3

Three Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 3.: **Understand persistent global issues.**

OBJECTIVE a : **Understand interrelatedness of local and national problems with those confronting the global society.**

Example: Ecology, pollution and economics.

LEARNING ACTIVITY(IES):

1. Use a local issue reported in the newspaper, such as toxic waste, the unemployment rate, or poverty. Follow the chronology in the news media.

   Obtain other area newspapers. Students can request them from their relatives; some can be purchased at newsstands.

   Compare papers. Is the problem happening in other locales? Other states? How does this problem effect the global society?

   Continue to watch and discuss the problem throughout the school year.

RESOURCES:

1. Newspapers
2. Magazines
3. TV
4. Bulletin Board

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE b : **Recognize that unsolved problems elsewhere in the world often impact upon the United States.**

Example: Oil crises, technology, grain exports, pollution, food scarcity, diseases (chicken pox, flu). immunizations and energy.

LEARNING ACTIVITY(IES):

1. Using a newspaper, select a problem that you find occuring outside the United States.

   Present the information and basic facts to t e students. Have them do research work to gain backgroun. of culture and history of the place in question.

   Set up small groups in which students brainstorm ways in which the situation affects Michigan. Share all the ideas that students offer.

   Continue watching the news media to determine the outcome of the situation and the impact on the United States (and on Michigan, in specific).

RESOURCES:

1. Newspaper
2. Magazines such as Time or Newsweek.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE c : Identify community problems related to energy needs and possible solutions.

Example: Cost of fuel and electricity, rental costs and transportation needs.

LEARNING ACTIVITY(IES):

1. Have students research the changing costs of electricity and natural gas during the past ten years.
2. Interview a director of housing to learn the affects of rising costs of fuel on rental properties.
3. Invite school personnel to share the monthly heat and light bill with students. Plan ways to reduce these costs without reducing educational services. Review subsequent bills.
4. Research the per rider costs for city buses. How are student riders affected? Assisted?

RESOURCES:

1. Representatives from:

   Consumers Power Co.
   City Bus Transit System
   Budget Director for School District

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 3 : Understand persistent global issues.

OBJECTIVE d : Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

Example: Food, shelter, clothing, trust, caring, loving.

LEARNING ACTIVITY(IES):

1. Brainstorm with students to develop a list of agencies and organizations that help people during a time of crisis. For example:

   SAVE The Children
   UNESCO
   Red Cross
   Peace Corps
   WHO

   Small committees of students can contact local sources to learn the current needs of the organizations.

   Each committee should report back to the class. List the various needs of agencies on the chalkboard. Have the class vote to select an activity to help raise funds for one worthwhile project.

2. Emphasize the needs of humans everywhere for food, shelter, and clothing.

3. Show films on agencies and organizations at work.

RESOURCES:

1. Telephone Directory
2. Agency Addresses
3. Red Cross
4. United Funds Headquarters

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.